

ENLISTED-PROFESSIONAL MILITARY EDUCATION STUDY GUIDE



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<http://www.uscg.mil/hq/tcpet/tpf/epmesms/epmesms.shtm>

ADDRESS QUESTIONS ABOUT THIS TEXT
TO THE E-PME SUBJECT MATTER SPECIALIST

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List of Changes

The following changes were made to the EPME study guide paper version.

1. 8-3.01-K Page E3-39, Added information from new tattooing, body marking, body piercing and mutilation policy
2. 8-3.01-P Page E3-63, Ribbons chart has been corrected
3. 13-4.01-K Page E4-85. Dislocation Allowance chart reflects latest information
4. 13-4.01-K Page E4-86, Prescribed Weight Allowance chart is corrected
5. 13-4.01-K Page E4-87, CONUS Per Diem Chart is updated
6. Answer Key for 3-5.01-K Page E5-166 question # 7 has been corrected
7. 3-5.02-K Page E5-28, Date for mechanical bell striking assembly was changed
8. 3-5.02-K Page E5-38, Date for transfer to DHS was corrected
9. Answer Key for 5-5.01-K Page E5-169 has been corrected
10. 15-6.01-K Page E5-66, minimum dollar amount for class “C” mishap changed form \$10,000 to \$20,000
11. Answer Key for 8-7.01-P, Page E7-56, corrected answer regarding women’s hair length

Introduction



Introduction

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What is the E-PME?

The Enlisted Professional Military Education (E-PME) program replaces the Military Requirement (MRN) system.

E-PME is a holistic education system that provides a continuum of leadership training based on successive pay grades. It enables Coast Guard enlisted personnel to acquire the knowledge, skills, and ability required for positions of greater responsibility within the organization. This education is separate from a member's particular occupation specialty or expertise, e.g., electrician, mechanic.

The basis for the E-PME is derived from workforce studies performed during the last 10 years, such as the Non-rate Work Force Structure Study, the Chief Petty Officer Needs Assessment, the Petty Officer Development Initiative, and the Senior Enlisted Needs Assessment.

The E-PME Program consists of five parts.

- E-PME Manual, COMDTINST M1510.2 (series)
- Performance Requirements
- Knowledge Requirements
- E-PME Advancement Qualification Exam (AQE)
- E-PME Study Guide.

E-PME Manual

The Enlisted Professional Military Education (E-PME) Manual, Commandant Instruction M1510.2, defines and prescribes the new E-PME system for E-2 and E-3 through E-9 personnel. The E-PME manual replaces the Military Requirements (MRN) system manual.

Commandant Instruction M1510.2 includes:

- E-PME requirements for E-2 (Tab 1)
- E-PME performance-based requirements, E-3 through E-9 (Tab 2)
- E-PME knowledge-based requirements, E-3 through E-9 (Tab 3).

The manual contains rules for analysis, design, development, implementation, evaluation (ADDIE), and administration of the E-PME requirements and system. The COMDTINST M1510.2 (series) can be accessed online at :

<http://cgweb.uscg.mil/g-c/g-ccs/g-cit/g-cim/directives/cgcim.html>

Performance Requirements

The E-PME includes performance requirements to be completed by enlisted members and witnessed by designated supervisors in order to qualify for advancement.

Supervisors are to confirm the successful execution of a performance requirement by the member on a sign-off sheet. The sign off sheet can be found in COMDTINST 1510.2 (series) Tab 2. SAVE the form to your computer and print the sign-off sheet. This manual is available online at this link:

<http://cgweb.uscg.mil/g-c/g-ccs/g-cit/g-cim/directives/cgcim.html>

When you are able to demonstrate proficiency in a performance requirement, print the form and contact your designated supervisor for “sign off.”

Knowledge Requirements

The E-PME includes knowledge requirements. Coast Guard enlisted members need to know, comprehend, and apply these knowledge requirements in concrete and abstract terms.

Members are not required to have the knowledge requirements signed-off. However, the requirements are used to build criterion-based E-PME Advancement Qualification Exam (AQEs) and Service Wide Exams (SWEs).

***E-PME
Advancement
Qualification
Exams (AQE)***

Enlisted members qualifying for advancement to E-4, E-6, or E-8 pay grades are required to successfully complete the E-PME AQE by the deadline set in the CG Personnel Manual.

Prior to taking an E-PME AQE, members must have ALL of the performance requirements signed off for that test level.

- **E-4 E-PME AQE:** Consists of questions based on all E-3 and E-4 level requirements contained in this E-PME Study Guide.
- **E-6 E-PME AQE:** Consists of questions based on all E-5 and E-6 level requirements contained in this E-PME Study Guide.
- **E-8 E-PME AQE:** Consists of questions based on all E-7 and E-8 level requirements contained in this E-PME Study Guide.

Members are required to pass the appropriate level E-PME AQE to meet eligibility requirements for advancement to the next higher pay grade.

Members competing for advancement to E-5, E-7, or E-9 are not required to complete an E-PME AQE.

E-PME Study Guide

The E-PME Study Guide is a single-source tool for professional and leadership development for enlisted personnel E-3 through E-9. The E-PME Study Guide prepares enlisted members to:

- Attain core military knowledge
- Successfully complete an E-PME Advancement Qualification Exam (AQE)
- Meet performance requirements
- Compete for advancement to the next higher pay grade (SWE).

The SWE can include questions based on knowledge and performance requirements at the E-2 level.

These E-PME requirements can be found in COMDTINST 1510.2 (series) Tab 1 and in E-2 Requirements section of the E-PME Study Guide.

The E-PME Study Guide is the only source of information you will need to prepare for the E-PME AQE and/or the E-PME questions in an SWE.

The E-PME Study Guide has many advantages. It:

- Is all-encompassing
- Is a one-source document for studying for the E-PME AQE and the E-PME questions in an SWE
- Provides members with links for additional information and references
- Enables updates and changes to be more timely and accurate. ***Changes and/or updates to the E-PME Study Guide will be promulgated by Commandant (G-WT) and made available via the normal distribution process and at CG TRACEN Petaluma's E-PME web site.***

The E-PME Study Guide is available in three types of delivery:

- Web-based
- CD-ROM
- Paper-based.

Web-based Format The E-PME Study Guide can be accessed from the Web, both on the Internet and the CG Intranet.

All testable information for the E-PME AQE and E-PME questions on the SWE is provided. For the SWE, questions based on knowledge and performance requirements at the E-2 level also could be included. The E-2 E-PME requirements can be found in the Test Preparation for SWE and in COMDTINST M1510.2 (series), Tab 1.

Also included are hot links to other resources for additional information (not testable) relative to the subject matter. While this information is not included in the tests, it provides more in-depth study.

CD-ROM Format A CD-ROM is available for those members who do not have access to the Internet or the CG Intranet, or who prefer to study away from their work place.

All testable information for enlisted levels E3 through E9 is contained within the E-PME manual and the E-PME Study Guide.

For the SWE, questions based on knowledge and performance requirements at the E-2 level also could be included. The E-2 E-PME requirements can be found in the Test Preparation for SWE and in COMDTINST M1510.2 (series), Tab 1.

The E-PME (CD-ROM) Study Guide also contains untestable references to additional information pertinent to the subject matter. These are noted as Not Testable.

Paper-based Format

The paper-based version of the E-PME Study Guide enables members without access to a computer to study for the E-PME AQE and the E-PME questions on the SWE.

All testable information for enlisted levels E-3 through E-9 is contained within this paper-based E-PME Study Guide. In addition, references are provided where additional information (not testable) pertinent to the subject matter can be found.

For the SWE, questions based on knowledge and performance requirements at the E-2 level also could be included. The E-2 E-PME requirements are included in this Study Guide and can be found in COMDTINST M1510.2 (series), Tab 1.

**Contact
Information**

If you have any questions about the E-PME, visit the Subject Matter Specialist (SMS) website at:

<http://www.uscg.mil/hq/tcpet/tpf/epmesms/epmesms.shtm>

– OR –

contact the E-PME Subject Matter Specialists at TRACEN Petaluma at:

707-765-7374 or 707-765-7294

– OR –

contact the E-PME Program Manager at CGHQ, G-WTL at:

<http://www.uscg.mil/hq/g-w/g-wt/g-wtl/index.htm>

202-267-2441

Description of E-PME Study Guide - Paper Version

This paper-based E-PME Study Guide is organized as follows.

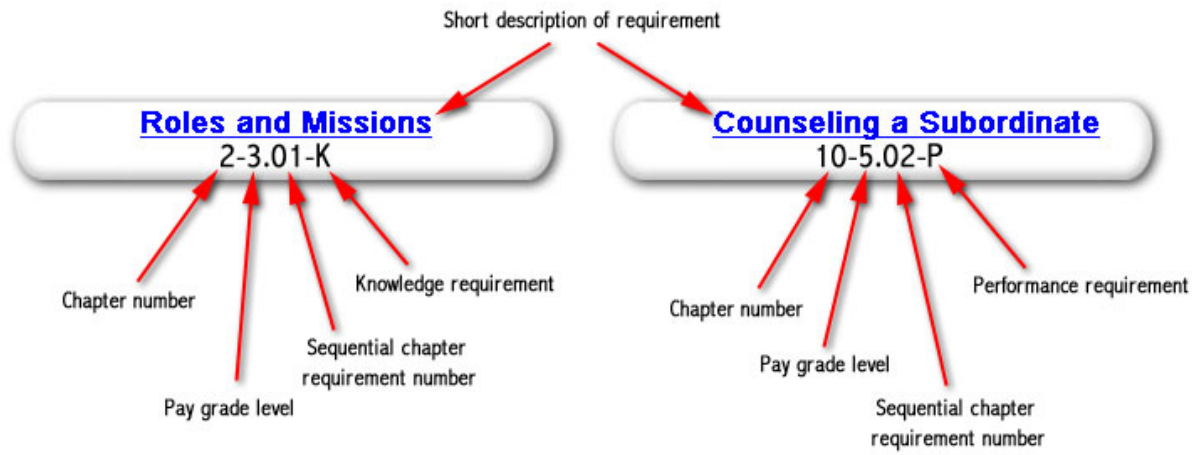
- **Introduction.** The Introduction presents the purpose and function of the E-PME program. It explains the organization and content of the paper-based E-PME Study Guide.
- **E-level Sections.** To preclude searching through the Guide for the requirements you need to learn, the content of the paper-based E-PME Study Guide is divided into the following E-levels:
 - ▶ □ Airman~Fireman~Seaman (E-3)
 - ▶ □ Petty Officer (E-4)
 - ▶ □ Senior Petty Officer (E-5)
 - ▶ □ Senior Petty Officer (E-6)
 - ▶ □ Chief Petty Officer (E-7)
 - ▶ □ Senior Chief Petty Officer (E-8)
 - ▶ □ Master Chief Petty Officer (E-9).

Each E-level:

- ▶ □ Is a complete study guide of requirements for that level. The requirements follow the E-PME Manual organization and are broken down by the same chapters.
 - ▶ □ Has both knowledge and performance requirements grouped together by chapter. For easy recognition of the Performance requirements, they are printed in “blue ink.”
 - ▶ □ Contains brief exercises offering a quick review of the subject matter. These are included in each E-level section. They are not graded. If unable to correctly answer a question, review the relevant material until you are comfortable with your level of knowledge.
 - ▶ □ Has answers to the exercises located at the end of that section.
- **Performance Requirements Index.** All of the Performance requirements are listed in this section by pay grade.
 - **Knowledge Requirements Index.** All of the Knowledge requirements are listed in this section by pay grade.
 - **E-2 Requirements.** Questions based on knowledge and performance requirements at the E-2 level are included in the Service Wide Exam (SWE). The E-2 requirements are found in this section.
 - **Resources.** This section contains a listing by chapter of additional resource material. Links to supplemental information provided on this screen are for your personal benefit only. This information is NOT testable. The content in any web link in the E-PME Study Guide is not included on the tests.

E-level Requirements

This E-PME Study Guide uses the same numbering system for both the E-level requirements and the chapters as those found in the E-PME Manual, COMDTINST M1510.2. Two examples are given here.



E-PME Chapters

Requirements for each E-level are organized by chapters. The chapters mirror those in the Web-based and CD-ROM version of the E-PME Study Guide.

- The following chapters provide an overview and historical information about the Coast Guard:
 - ▶ □Chapter 1: Global Coast Guard
 - ▶ □Chapter 2: USCG Organization
 - ▶ □Chapter 3: USCG History
 - ▶ □Chapter 4: Enlisted Heritage
 - ▶ □Chapter 5: Enlisted Rate and Pay Grade.
- The following eight chapters pertain to the core functions applicable to enlisted members:
 - ▶ □Chapter 6: Leadership
 - ▶ □Chapter 7: Standards of Conduct
 - ▶ □Chapter 8: Standards of Appearance
 - ▶ □Chapter 9: Enforcing Standards
 - ▶ □Chapter 10: Supervisor Responsibility
 - ▶ □Chapter 11: Personnel Issues
 - ▶ □Chapter 12: Management Functions
 - ▶ □Chapter 13: Personnel Systems.

***E-PME Chapters
(Continued)***

- These three chapters address the Coast Guard's readiness in different arenas:
 - ▶ □Chapter 14: Mission Preparedness
 - ▶ □Chapter 15: Safety
 - ▶ □Chapter 16: Security.

This chapter describes the Coast Guard's effective communication techniques.

- ▶ □Chapter 17: Communicating.

**Chapter
Introductions**

The following provides an introduction to each chapter in the E-PME Study Guide.

***Chapter 1:
Global Coast
Guard***

The United States looks to a new century – a new millennium – full of hope and promise. However, significant challenges, risks, and uncertainties will undoubtedly accompany the opportunities that lie ahead.

Nowhere will the complex mosaic of activity be more profound than in the Nation's waterways:

- The inland rivers,
- Ports and harbors,
- Coastal areas, and
- Offshore maritime regions that serve as:
 - ▶ □ Arteries for trade,
 - ▶ □ Sources of food and natural resources,
 - ▶ □ Playgrounds for recreation,
 - ▶ □ And national borders.

But a host of transnational dangers – from pollution to illegal immigration to international terrorism – will continue to tax America's maritime security, demanding action from a broad spectrum of agencies.

This chapter describes the key watchwords in the Commandant's direction readiness, people, and stewardship.

***E-level
Requirement***

The E-7 requirement and study material are provided in this chapter.



Chapter 2: USCG Organization

The Coast Guard protects vital interests of the United States from both internal and external threats, natural and man-made...

- The personal safety and security of our population
- Our natural and economic resources
- The territorial integrity of our nation.

Our goal is to protect these interests on sea and land, at U.S. ports and inland waterways, along the coasts, on international waters, and in any other maritime region where they may be at risk.

The seas link the nation with world trade and commerce and allow us to project military power beyond our shores to protect important U.S. interests, as well as to assist allies at risk. Our nation's reliance on the seas has changed little since colonial days. With 95,000 miles of shoreline, the United States' future will always remain tied to the sea.

Due to changes in re-alignment with the Department of Homeland Security (DHS), the Coast Guard organization is in transition.

The content of Chapter 2 in the Enlisted Professional Military Education (E-PME) Study Guide was developed during the Guard migration to the DHS, and prior to the establishment of the "Sector" structure. This chapter will be updated as changes are implemented. Program managers and course writers will make every effort to ensure updates are made as expeditiously as possible.

Members participating in an E-PME AQE or SWE will be tested on the content of the most current edition of the E-PME Study Guide.

***E-level
Requirements***

E-3, E-4, E-5, and E-7 requirements and study material are provided in this chapter.

***Chapter 3: USCG
History***

The United States Coast Guard is our nation's oldest continuous sea going service. Over the years, five Federal agencies – Revenue Cutter Service, Lighthouse Service, Steamboat Inspection Service, Bureau of Navigation, and Lifesaving Service – merged to form today's Coast Guard. As a result of this diversity, the Coast Guard has acquired multiple missions and responsibilities.

This chapter discusses the historical events that forged to establish the Coast Guard's present missions and the military role of the Coast Guard.

***E-level
Requirements***

E-3 and E-5 requirements and study material are provided in this chapter.



Chapter 4:
Enlisted Heritage

Since the formal creation of the Coast Guard in 1915, enlisted men and women have served at the leading edge. They have become experts in a vast variety of technical fields and have acquired positions of increased leadership.

Members of the enlisted corps have sacrificed their lives for those in peril. Their legacy is a proud heritage and history.

This lesson addresses the origin of Coast Guard petty officers, both junior and senior, and presents some notable achievements of enlisted members, as well as some of our heroes.

E-level
Requirements

E-4, E-5, and E-7 requirements and study material are provided in this chapter.



Chapter 5:
Enlisted Rate and
Pay Grade

Both military and civilian organizations are ordered according to a rank or grade structure that identifies where each member fits in the organization. This lesson presents an overview of the Coast Guard enlisted force structure, functions of specific positions in the command support structure, and promotional opportunities above the enlisted tier.

Though the term “rank” is often used to describe the different pay grades of enlisted members, that term is more properly used to describe commissioned and warrant officer grades.

The terms used in the E-PME Study Guide are:

- Rate – Used for enlisted pay grade in law (14 USC Chapt.11 Sec. 352)
- Rating – Is the proper term for an enlisted member’s occupational specialty.

Tier	Rate	Apprentice-Journeyman Model
Senior Enlisted	Master Chief Petty Officer Senior Chief Petty Officer Chief Petty Officer	Master Craftsman Master Craftsman Master Craftsman-Journeyman
Petty Officer	First Class Second Class Third Class	Journeyman Journeyman Apprentice
Non-Rate Entry	Seaman/Fireman/Airman Seaman/Fireman/Airman Apprentice Seaman Recruit	Apprentice Apprentice

***Chapter 5:
Enlisted Rate and
Pay Grade
(continued)***

Senior Enlisted Personnel Tier

This tier incorporates pay grades E-7 to E-10.

Personnel transition from the craftsmen level to leadership and managerial positions.

The Master Chief Petty Officer of the Coast Guard, the only person in grade E-10, is the most senior enlisted member of the Coast Guard.

Petty Officer Tier

This tier incorporates pay grades E-4 to E-6.

Personnel transition from workers and craftsmen to supervisory positions as they develop military leadership skills and obtain professional military education.

Entry/Non-rate Tier

This tier incorporates pay grades E-1 to E-3.

Members advance through this tier as they acquire discipline, skills, and professional military education necessary to become eligible for Petty Officer status.

***E-level
Requirements***

E-3, E-4, and E-5 requirements and study material are provided in this chapter.



***Chapter 6:
Leadership***

Honor...Respect...Devotion to Duty. These are the values that exemplify our great Coast Guard tradition. These core values led to the development of our 21 leadership competencies as presented in this chapter.

The Coast Guard provides a working environment that enables everyone to reach his or her full potential while maximizing mission accomplishment.

Every member of Team Coast Guard – Military, Civilian, and Auxiliary of every rate, rank, grade, and position – has an important part in our leadership responsibilities.

This chapter presents information on the inherent leadership skills needed by all Coast Guard personnel.

***E-level
Requirements***

E-4, E-6, E-7, E-8, and E-9 requirements and study material are provided in this chapter.



Chapter 7:
Standards of
Conduct

Whenever we interact with the public, we represent the Coast Guard. As such, we must embrace the USCG core values in both our professional and personal lives. Our character and operating principles are built upon these core values.

Honor - Integrity is our standard. We demonstrate uncompromising ethical conduct and moral behavior in all of our personal actions. We are loyal and accountable to the public trust.

Respect - We value our diverse work force and treat each other with fairness, dignity, and compassion. We encourage creativity through empowerment and work as a team.

Devotion to Duty - We are professionals, military and civilian, who:

- Seek responsibility
- Accept accountability
- Are committed to the successful achievement of our organizational goals.

We exist to serve and serve with pride. We must practice the highest standards of behavior, obedience, and loyalty in our relationships with the military and civilian communities.

E-level
Requirements

E-3 and E-4 requirements and study material are provided in this chapter.



***Chapter 8:
Standards of
Appearance***

This lesson addresses the Coast Guard standards of appearance, including good grooming, and the insignia of all the branches of the U.S. Armed Services. In addition, the order of precedence for displaying various awards on your uniform is provided.

As a member of the Coast Guard, you represent the United States government. As such, your dress and conduct must always bring credit upon the Coast Guard and our country, as well as yourself.

You display your professional bearing through the way you maintain and wear your uniform. Your professional, military appearance is an important aspect of earning public respect for the premier law enforcement agency in U.S. ports, harbors, and on the high seas.

***E-level
Requirements***

E-3 and E-7 requirements and study material are provided in this chapter.



***Chapter 9:
Enforcing
Standards***

Most Coast Guard personnel do their best to complete their assigned duties.

At times, whether due to a lack of training or knowledge or an attitudinal problem, required military standards of conduct are not met.

This lesson presents an overview of actions related to enforcing military standards.

***E-level
Requirements***

E-4, E-6, and E-7 requirements and study material are provided in this chapter.



Supervisory Responsibility

Chapter 10: Supervisory Responsibility

The Coast Guard regularly assesses the performance of its members and provides suitable advancement opportunities and training. This helps ensure that all members perform at the highest level possible.

An essential responsibility of a supervisor is evaluating subordinates' performance and behavior against performance standards.

In addition to measuring subordinates' execution of their duties and conduct, the supervisor also counsels the subordinates on their strengths and weakness to provide them with a path to career success.

E-level Requirements

E-3, E-4, E-5, E-6, E-7, and E-8 requirements and study material are provided in this chapter.



***Chapter 11:
Personnel Issues***

This chapter presents important personnel issues. It includes:

- Use of tobacco products policy
- Substance abuse prevention
- Suicide interventions
- Personal financial management
- Stress management interventions
- Equal opportunity program policy.

***E-level
Requirements***

E-3, E-4, E-5, and E-6 requirements and study material are provided in this chapter.



***Chapter 12:
Management
Functions***

As a senior Petty Officer, you will be called upon to manage resources...

...Human, Material, and Monetary.

This chapter discusses education and training, and several material management functions.

The topics addressed are:

- Coast Guard Institute services
- Managing Coast Guard property
- Training
- Procurement documents
- Reserve duty status
- Work centers
- Departmental budgets
- Review of Enlisted Performance Qualifications
- Budgetary process.

***E-level
Requirements***

E-5, E-6, E-7, E-8, and E-9 requirements and study material are provided in this chapter.



***Chapter 13:
Personnel Systems.***

This chapter introduces you to the most common Permanent Change of Station (PCS) entitlements.

The entitlements addressed here are not all-inclusive.

A PCS move has many variables that can affect entitlement. For instance:

- Are you moving within or out of the continental United States?
- Do you have dependents? Are your dependents moving with you?
- How will you travel?

These variables will affect your PCS entitlements.

The following topics are also discussed in this chapter:

- Enlisted assignment process
- Electronic resumes (e-Resumés)
- Travel Claims
- Personal Data Extracts (PDEs).

***E-level
Requirements***

E-4 and E-5 requirements and study material are provided in this chapter.



Chapter 14:
Mission
Preparedness

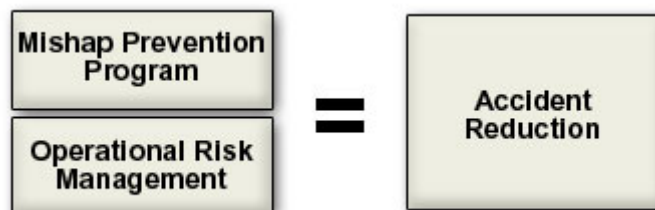
One of the Coast Guard's specific goals is to minimize personnel loss and property damage due to mishaps. With new weapon systems being added to Coast Guard inventory, deployments that stretch resources, and the constant addition of new technology, safety problems arise that must be addressed.

To assist commanders in meeting this challenge, the Coast Guard established the Mishap Prevention Program.

A mishap is an unplanned or unsought event or series of events that may result in death, injury, or occupational illness to Coast Guard and non-Coast Guard personnel as a result of a Coast Guard operation. Included is damage to or loss of Coast Guard equipment or property.

Mishap records show that approximately 88 percent of all mishaps are due to the unsafe acts of people, while 10 percent are due to unsafe conditions not identified or corrected by people. Thus, 98 percent of all mishaps in the Coast Guard are attributed to unsafe acts and conditions caused by human beings. These mishaps are preventable.

Expertise in the fields of safety, first aid, survival, and disaster preparedness is critical to the success of Coast Guard members.



***Chapter 14:
Mission
Preparedness
(Continued)***

The main goal of most preventive measures is to ensure Coast Guard personnel understand that mishaps can be controlled and that they play a vital role in our preventive effort.

The Mishap Prevention Program coupled with the tools of Operational Risk Management (ORM) are designed to eliminate unsafe acts by people, as well as reduce or eliminate unsafe mechanical or physical conditions. Within the Coast Guard, while managers are directly responsible for safety, supervisors are the key persons in the mishap prevention process. From a mission readiness standpoint, as well as for health, economic, and morale reasons, mishap prevention is good sense. With force reduction and shrinking budgetary dollars, the Coast Guard cannot afford any loss of precious resources to mishaps.

This lesson addresses potential hazards, your responsibilities as a First Responder, and the Operational Risk Management process.

***E-level
Requirements***

E-3, E-4, E-6, and E-7 requirements and study material are provided in this chapter.



Chapter 15: Safety Coast Guard members are often called upon to participate in various high-risk operations. The Coast Guard strives to increase the potential for a successful mission while reducing the risk to personnel and resources.

In many occasions, injuries are incurred because persons fail to take safety measures or they use defective equipment.

Equally important to reducing injuries is that Coast Guard members know what to do and what not to do in the event of mishaps.

This lessons addresses:

- Tagging out equipment
- Right to Know Stations
- Applicable safety precautions when performing selected tasks
- Training on workplace safety procedures
- Safety inspections of work spaces
- Mishap reporting procedures.

***E-level
Requirements***

E-3, E-4, E-5, and E-6 requirements and study material are provided in this chapter.



***Chapter 16:
Security***

Although September 11, 2001 brought terrorism home to many Americans for the first time, the Coast Guard has been on alert for years for potential terrorist attacks.

This lesson presents an overview of Security within the Coast Guard.

***E-level
Requirements***

E-3 and E-4 requirements and study material are provided in this chapter.



***Chapter 17:
Communicating***

Communication is a wide-ranging topic encompassing all aspects of verbal, nonverbal, and written communication.

Effective communication is essential to the success of Team Coast Guard.

Whether you are talking to the public in a formal or informal capacity, chatting one-on-one to a fellow member of the Coast Guard, working in a small or large group, receiving or conducting training, or providing written communication, it is essential to ensure that your intended meaning is clearly stated.

***E-level
Requirements***

E-4, E-5, E-6, E-8 and E-9 requirements and study material are provided in this chapter.

Now, select your E-level section to begin your study.



Petty Officer (E-5) Requirements

Chapter 1

No E-5 level knowledge or performance requirements for this chapter.

Chapter 2

Organizational Structure
2-5.01-K
Page E5-1

Chapter 3

Role in armed conflicts
3-5.01-K
Page E5-7

Established missions
3-5.02-K
Page E5-21

Chapter 4

Enlisted Achievements
4-5.01-K
Page E5-40

Chapter 5

Commissioning Programs
5-5.01-K
Page E5-50

Chapter 6

No E-5 level knowledge or performance requirements for this chapter.

Chapter 7

No E-5 level knowledge or performance requirements for this chapter.

Chapter 8

No E-5 level knowledge or performance requirements for this chapter.

Chapter 9

No E-9 level knowledge or performance requirements for this chapter.

Chapter 10

Supervisor's Responsibility
10-5.01-K
Page E5-58

Documenting a Performance
10-5.02-K
Page E5-61

Evaluating a Subordinate
10-5.01-P
Page E5-64

Counseling a Subordinate
10-5.02-P
Page E5-69

Chapter 11

Stress Management Interventions
11-5.01-K
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Available Suicide Interventions
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No E-5 level knowledge or performance requirements for this chapter.

Chapter 15

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No E-5 level knowledge or performance requirements for this chapter.

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Chapter 2

Organizational Structure

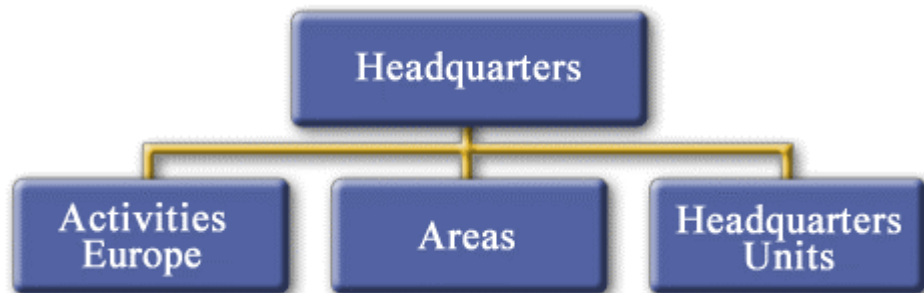
2-5.01-K

KNOW the Coast Guard's Organizational Structure, as presented in the E-PME Study Guide.

USCG Organization

The USCG is a military, multi-mission, maritime service and, as such, has a complex organizational structure.

A high-level overview of the organizational structure is shown on this diagram.



Headquarters

Coast Guard Headquarters, located in Washington, DC, is the administrative and operational command and control center for the Coast Guard. The senior officer at headquarters and of the Coast Guard is the Commandant.

Coast Guard Commandant

The Commandant, a four-star admiral:

- Plans, supervises, and coordinates the overall activities of the Coast Guard
- Directs the policy and administration of the Coast Guard under the general supervision of the Secretary of the Department of Homeland Security.
- Provides immediate direction to Headquarters units, although the Commandant is not actually the Commanding Officer of Headquarters.

Activities Europe

Activities Europe is responsible to the Commandant for the administration and command of European Units and, in addition, has the following special responsibilities:

- European Loran-C System
- Mediterranean Sea, Norwegian Sea, and Icelandic Loran-C Chain.

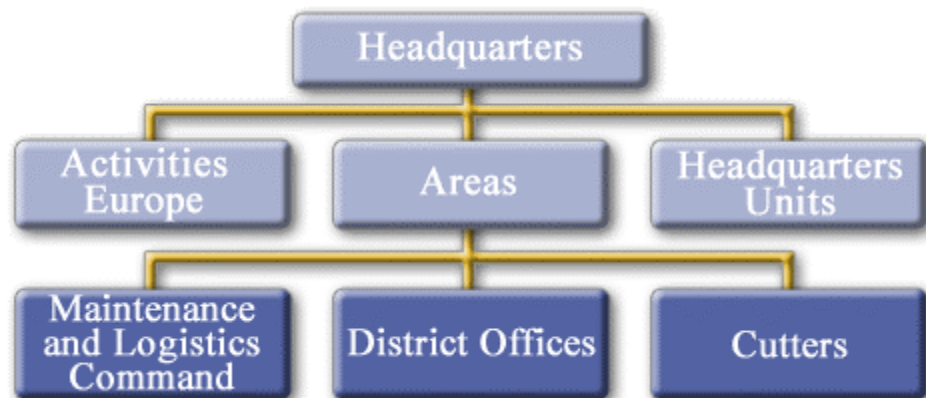
Activities Europe has the following staff divisions:

- Civil Engineering
- Comptroller
- Loran-C
- Personnel and Readiness
- Marine Safety Division.

Areas

In the field, the Coast Guard is organized into two regions: Atlantic Area and Pacific Areas. Within each area, there are:

- District offices
- One Maintenance and Logistics Command
- Cutters.

***Atlantic and Pacific Areas***

Three-star admirals (Vice Admirals) lead the Atlantic Area and the Pacific Area. The two areas are responsible for overall mission performance for their regions, including districts, maintenance and logistics commands, and other Coast Guard units that fall within their authority.

Areas have direct oversight of certain units, such as:

- High Endurance Cutters (WHEC)
- Medium Endurance Cutters (WMEC)
- Marine Safety and Security Teams (MSSTs).

*Maintenance and
Logistics
Commands (MLC)*

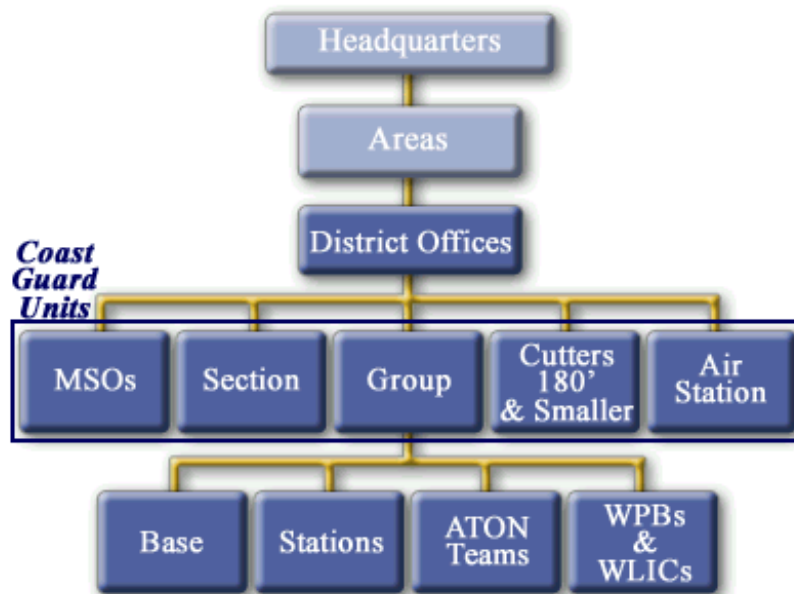
One- or two-star admirals (Rear Admirals), who are under the general direction and supervision of the Area Commander, lead MLCs. MLCs provide support to all operational units and personnel within their respective areas.

Services provided by the MLC include civil engineering, electronics systems, naval engineering, health and safety, legal, finance, personnel, and inspection. MLCs also have oversight for many Coast Guard units, such as Integrated Support Commands (ISCs), Civil Engineering Units (CEUs), and Support Centers.

Districts

Districts are commanded by Rear Admirals (one- or two-star), who report directly to their Area commanders. Atlantic Area has five district offices, and Pacific Area has four district offices.

Districts are responsible for the administration and general direction of units under their authority and assuring that the functions and duties of the Coast Guard are performed efficiently, safely, and economically within their districts.



The districts are located in either the Atlantic Area or in the Pacific Area.

Atlantic Area District Offices	Pacific Area District Offices
1st District - Boston, Massachusetts 5th District - Portsmouth, Virginia 7th District - Miami, Florida 8th District - New Orleans, Louisiana 9th District - Cleveland, Ohio	11th District - Alameda, California 13th District - Seattle, Washington 14th District - Honolulu, Hawaii 17th District - Juneau, Alaska

*Coast Guard
Units*

A variety of Coast Guard units serve under the command of their District office, including (but not limited to):

- Air Stations
 - Groups
 - Bases
 - Small Boat Stations
 - Cutters (180' and smaller)
 - Marine Safety Offices (MSOs)
 - Activities
 - Port Security Units (PSUs)
 - Patrol boats
 - Aids to Navigation Teams (ATON).
-

Cutters

Larger cutters (over 180 feet in length) are under control of Area Commands (Atlantic Area or Pacific Area). A "cutter" is basically any CG vessel 65 feet in length or greater, having adequate accommodations for crew to live on board.

Cutters at or under 180 feet in length come under control of District Commands.

Larger Cutters include:

- 420' Icebreaker (WAGB)
 - 399' Polar Class Icebreaker (WAGB)
 - 378' High Endurance Cutter (WHEC)
 - 290' Inland Icebreaker (WAGB)
 - 295' Training Barque Eagle (WIX)
 - 282' Medium Endurance Cutter (WMEC)
 - 270' Medium Endurance Cutter (WMEC)
 - 225' Seagoing Buoy Tender (WLB)
 - 213' Medium Endurance Cutter (WMEC)
 - 210' Medium Endurance Cutter (WMEC)
 - 180' Seagoing Buoy Tender (WLB).
-

***Headquarters
Units***

There are 35 Coast Guard units in the field that report directly to headquarters. Even though they are physically located within the geographical limits of a district, they are under the direct control of the Commandant or a headquarters directorate.

Some examples of headquarters units are:

- Aircraft Repair and Supply Center; Elizabeth City, NC
 - Aviation Training Center; Mobile, AL
 - Finance Center; Chesapeake, VA
 - CG Academy; New London, CT
 - CG Institute; Oklahoma City, OK
 - CG Yard; Baltimore, MD
 - National Pollution Funds Center; Arlington, VA
 - Operations Systems Center; Martinsburg, WV
 - Personnel Service Center; Topeka, KS
 - Research and Development Center; Groton, CT
 - Telecommunication and Information Systems Cmd.; Alexandria, VA
 - Training Center Cape May, NJ
 - Training Center Petaluma, CA
 - Training Center Yorktown, VA.
-



Select the appropriate answer to the following questions. Correct answers for the exercise are provided at the end of this E-level section.

1. How many Headquarters Units report directly to Headquarters?
 - a. 22
 - b. 29
 - c. 35
 - d. 45
2. Which type of command is responsible for providing services such as civil engineering, health and safety, legal, and finance to all operational units within its area:
 - a. Districts
 - b. Maintenance and Logistics Commands
 - c. Headquarters Units
 - d. Areas
3. Rear admirals head up districts.
 - a. True
 - b. False
4. Vice Admirals lead the Atlantic Area and the Pacific Area.
 - a. True
 - b. False

Chapter 3

Role in armed conflicts

3-5.01-K

OUTLINE the Coast Guard's role during the following armed conflicts, as presented in the E-PME Study Guide.

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> • Quasi War • War of 1812 • Mexican-American War • Spanish-American War | <ul style="list-style-type: none"> • Civil War • World War I • World War II • Korean War | <ul style="list-style-type: none"> • Vietnam • Desert Shield/Storm • War on Terrorism |
|--|--|--|

Coast Guard's Military Role

The Coast Guard has served proudly in almost every one of our nation's conflicts since the birth of our constitution. Until the Department of the Navy was established in 1798, the Coast Guard was the only armed force afloat. Traditionally, our role in wartime has been to:

- Augment the Navy with cutters and manpower
- Embark on special missions utilizing the Coast Guard's unique skills.

Quasi-War

France, distressed over the U.S. trading with its British enemies, seized American ships on the high seas. On May 28, 1798, Congress authorized the capture of armed French vessels hovering off the U.S. coast, initiating an undeclared Quasi-War with France (1798-99). Then, on July 9th of the same year, Congress empowered U.S. naval vessels to capture armed French vessels anywhere on the high seas.

The strategy employed by the U.S. to defeat the French campaign against American shipping was to conduct offensive operations in the Caribbean, since most of the French cruisers were based in this area.

During this tacit war, the Revenue Cutter Service, forerunner of the Coast Guard, operated eight cutters along our southern coast in the Caribbean Sea and along the West Indies Islands.

Quasi-War
(continued)

Cutters captured 18 prizes unaided and assisted in the capture of two others. A prize is the wartime capture of a ship and its cargo.

On its two cruises to the West Indies:

- The cutter *Pickering* captured 10 prizes, one of which carried 44 guns and 200 men, three times her own force.
- Another noteworthy cutter, the *Eagle*, recaptured the American vessels *Nancy* and *Mehitable* in a memorable fight in 1799 with the French privateer, *Revenge*.

The U.S. was successful in stopping the depredations of the French privateers against American commerce.

War of 1812

The Coast Guard's role of augmenting the Navy with shallow-draft craft evolved out of the War of 1812 with England. The cutter *Jefferson* captured the first prize of this war. Several memorable battles of the war are noted here.

- One of the most hotly contested battles was between the cutter *Surveyor* and the British frigate *Narcissis*. The *Surveyor* was eventually captured, but the British captain praised the gallantry of the American crew.
 - ▶ The captain of the *Narcissis* wrote the following to Captain Samuel Travis the next day after the battle:
"Your gallant and desperate attempt to defend your vessel against more than double your number excited such admiration on the part of your opponents as I have seldom witnessed, and induced me to return you the sword you so ably used in testimony of mine... I am at loss which to admire most, the previous arrangement on board the Surveyor or the determined manner in which her deck was disputed inch by inch."
-

**War of 1812
(continued)**

- One of the most dramatic engagements was the defense of the cutter *Eagle* against the attack of the British brig *Dispatch* and an accompanying sloop.
 - ▶ When the *Eagle* was run ashore on Long Island, the cutter's crew dragged her guns to a high bluff and fought the British ships from there. The battle raged on from 9:00 a.m. until late afternoon. When their ammunition was depleted, the crew tore the ship's logbook into wads and fired it back at the enemy. During the battle, the *Eagle*'s flag was shot away three times. Each time, volunteers from the crew replaced the flag. The British, with overwhelming numbers, finally captured the *Eagle*.
-

Mexican-American War

After combat skirmishes with American and Mexican troops over the Texas southwestern boundary, Congress declared war with Mexico on May 13, 1846. Mexico's declaration of war with the U.S. occurred on May 23rd.

The U.S. Navy was critically short of small steamers and schooners. The President ordered the use of Revenue Cutter Service cutters since the cutters were steam-propelled.

Once again, Coast Guard cutters filled the void. This was the first time ever that steamboats were used in a war.

The cutters served in various capacities. Their amphibious operations included:

- Performing scouting, convoy, and towing duties
 - Blockading harbors
 - Transporting troops and supplies
 - ▶ Shallow-draft revenue steamers tow ashore naval craft overloaded with Marines and seamen
 - ▶ Cutters *Ewing* and *Legare* deliver rifles to troops before the battles of Monterey and Buena Vista
 - Executing forays up the Alvarado and Tabasco Rivers
 - Conducting river expeditions
 - Carrying mail and dispatches
 - Quelling a mutiny of troops on the *Middlesex*.
-

Civil War

During the Civil War (1861-1865), the men of the Revenue Marine faced the same dilemma as their compatriots in other military services. They had to decide on which side to fight. These decisions cost the Revenue Marine both men and cutters. The remaining men and cutters were ordered to combat service with the Navy by President Lincoln.

As in other wars, the cutters performed various functions. The cutter *Harriet Lane* took part in the expedition to Fort Sumter in 1861 to patrol the coast for commerce raiders and provide fire support for troops ashore. The *Harriet Lane* is credited with firing the first naval shots of the Civil War.

During the Civil War, our cutters in the Navy's service performed blockade duty along the Atlantic coast, Chesapeake Bay, and Potomac River. Cutters were involved in the transport of troops and supplies.

***Civil War
(continued)***

Cutters not assigned to the Navy:

- Patrolled the shipping lanes to safeguard trade against Southern privateers
 - Assisted distressed vessels at sea
 - Continued the normal duty of protecting the nation's customs revenue as this income was critical to the Union war effort.
-

Spanish-American War

Spain declared war on the U.S. on April 24, 1898, a consequence of our intervention in the Spain/Cuba crisis. Prior to the outbreak of the war, cutters had conducted neutrality patrols for three years, patrolling the waters off of North Carolina to the Gulf of Mexico.

Since both the Navy and Revenue Cutter Service had evolved into more modern, professional organizations, putting Revenue cutters into the service of the Navy went smoothly.

- Eight cutters, carrying 43 guns, joined Rear Admiral William Sampson's North Atlantic Squadron on blockade duty off of Cuba's coast.
- The cutter *McCulloch*, carrying six guns and manned by 10 officers and 95 crewmen, was engaged in the battle of Manila Bay. The *McCulloch* subsequently served as the escort and dispatch boat with Commodore George Dewey's Asiatic Squadron.
- Eleven cutters served under the Army's tactical control, guarding our important east and west coast ports against possible attacks.

On May 11, 1898 in Cardenas Bay, Cuba, the cutter *Hudson* and torpedo boat *USS Winslow* were engaged in battle with Spanish gunboats and shore batteries. With the massacre of Ensign Bagley, U.S. Navy, and the commanding officer and half the crew wounded, *Hudson* rescued the craft from destruction while under intense enemy fire.

In recognition of this valiant effort, Congress authorized that the following medals be presented:

- A gold medal to Lieutenant Frank Newcomb, U.S. Revenue Cutter Service
- A silver medal to each of Newcomb's officers
- A bronze medal to each crewmember.

A peace treaty was signed in Paris, France on December 10, 1898. Once again, the Revenue Cutter Service provided important inshore support to the Navy.

World War I

After German submarines deliberately sunk three American vessels, the U.S. entered World War I on April 2, 1917. The Coast Guard was again put into military service. This time, however, the entire Coast Guard... manpower, vessels, and units... was transferred to the Navy in April 1917 to fight overseas. In previous wars, while the Revenue Cutter Service (RCS) cutters operated with the Navy, the RCS remained under Treasury Department control.

In August and September 1917, six Coast Guard cutters, *Ossipee*, *Seneca*, *Yamacraw*, *Algonquin*, *Manning*, and *Tampa*, were deployed to Gibraltar, constituting Squadron 2 of Division 6 of the Atlantic Fleet's patrol forces. The cutters escorted hundreds of convoys between Gibraltar and the British Isles, as well as performing escort and patrol duties in the Mediterranean.

One notable event involving the *Tampa* is described here.

On September 26, 1918, *Tampa*, after escorting a convoy from Gibraltar to the United Kingdom, proceeded toward the port of Milford Haven, Wales. A loud explosion was heard at 8:45 p.m. When the *Tampa* failed to arrive at her destination, U.S. destroyers and British patrol craft conducted a search. They found a small amount of wreckage belonging to the cutter and two unidentified bodies in naval uniforms. Presumably, the *Tampa* was torpedoed by a German submarine and all of the crew killed. Of the 115 crewmembers on board, 111 were Coast Guard personnel.

The *Tampa* had served as an ocean escort to 18 convoys from Gibraltar, comprising 350 vessels. Only two ships were lost through enemy action.

In the U.S., one of the major tasks of the Coast Guard was to provide port security. Since our ports handled wartime shipping, concern over the possibility of sabotage and accidents was profound. Working closely with the Navy, the Treasury Department established Coast Guard Captain of the Port offices in New York, NY; Philadelphia, PA; Norfolk, VA; and Sault Ste. Marie, MI, with the New York office becoming the largest command. Fifteen cruising cutters patrolled off the coast.

Scrutiny of the remaining coastline was given to lifesaving station personnel, who doubled as coast-watchers. Many lifesaving stations were tied into the Navy's communication system to expedite reports of suspicious activity. These actions greatly expanded the Coast Guard's role of ensuring maritime mobility in U.S. ports and waterways.

World War I ended in November 1918 and saw a higher percentage of Coast Guard personnel killed than any other U.S. military service.

World War II

Following the outbreak of war in Europe in 1939, the Coast Guard began carrying out neutrality patrols on September 5, 1939. On June 22, 1940, port security began.

Shortly thereafter, the Dangerous Cargo Act was passed, giving the Coast Guard jurisdiction over ships carrying explosives and dangerous cargoes. In March 1941, the Coast Guard seized 28 Italian, 2 German, and 35 Danish merchant ships. A few days later, 10 modern Coast Guard cutters were transferred on Lend-Lease to Great Britain.

On April 9, 1941, the Coast Guard was given responsibility for cold-weather operations in Greenland. This function continued throughout the war. The Coast Guard made the first U.S. naval capture of the war on September 12th. The cutter *Northland* took the Norwegian trawler *Boskoe* into “protective custody” and captured three German radiomen ashore. The Germans were attempting to set up weather stations in Greenland.

On November 1, 1941, about a month prior to the Japanese attack on Pearl Harbor, Hawaii, the Coast Guard was ordered once again to operate as part of the Navy. The Coast Guard’s multi-faceted skills were employed in theater operations around the globe as well as support areas.

Coast Guard operations during World War II are briefly discussed here.

Submarine Patrol

Coast Guard-manned ships sank 11 enemy submarines; Coast Guard aircraft are credited with sinking one enemy submarine. A few notable attacks are mentioned here.

- One of our first successful attacks involved the 165-foot cutter *Icarus*. Using depth charges, the *Icarus* forced the surfacing of a German submarine. With just a 3-inch deck gun, the submarine was forced to surrender.
 - In early 1943, after a sharp gun battle, the cutter *Campbell* sank an enemy submarine by ramming it, causing severe damage to the *Campbell*. A small crew kept the ship afloat during the 600-mile tow to port.
 - In the latter part of 1943, the cutter *Spencer* tracked a submarine through a convoy. This was accomplished with such skill that the action report became part of antisubmarine force policy.
-

Escort Service

Coast Guard cutters and aircraft performed extensive convoy protection duties in the Atlantic arena. These craft are credited with sinking 12 German U-boats.

Transport Duty

Coast Guard personnel manned over 350 ships and hundreds more amphibious type assault craft...from the largest troop transports to the smallest attack craft. These vessels landed Army and Marine forces in every major amphibious invasion in North Africa, Italy, France, and the Pacific. Amphibious operations in the Pacific theater alone engaged thousands of Coast Guardsmen in situations where small-boat experience was essential.

The Coast Guard's only Medal of Honor recipient was posthumously awarded to Douglas Munro, for his extraordinary heroism, outstanding leadership, and gallantry actions. On September 27, 1942, Munro was instrumental in rescuing a group of marines near the Matanikau River. The initial landings were made on Guadalcanal in August 1942.

Search and Rescue

Coast Guard craft rescued more than 1,500 survivors of torpedo attacks off the U.S. coast. Cutters on escort duty saved another 1,000 survivors.

Over 1,500 more survivors were rescued during the Normandy operation.

Water and Shore Patrol

Coast Guard coastal picket vessels patrolled along the 50-fathom curve, where enemy submarines concentrated early in the war. As a major participant in the U.S. anti-sabotage effort, on-shore duty had armed Coast Guardsmen patrolling beaches and docks:

- On foot
 - On horseback
 - In vehicles
 - With and without dogs.
-

"Rear" Support Services

The Coast Guard also contributed to the war effort in other less publicized areas. These activities included:

- Providing port security
 - Supervising the movement of dangerous cargoes
 - Controlling merchant vessel traffic
 - Maintaining aids to navigation
 - Breaking ice to allow ship passage.
-

Some World War II Statistics

Some statistics pertaining to the Coast Guard's involvement in World War II follow:

- The Coast Guard manned 802 cutters, 351 naval ships and craft, and 288 Army vessels.
- Almost 2,000 Coast Guardsmen died in the war, a third of these fatalities in action.
- Almost 2,000 Coast Guardsmen were decorated:
 - ▶ One received the Medal of Honor
 - ▶ Six received the Navy Cross
 - ▶ One received the Distinguished Service Cross.

The Coast Guard returned under the jurisdiction of the Treasury Department on January 1, 1946.

Korean War

The Coast Guard's involvement in Korea began years before the United Nations took police action (commonly called the Korean War) in June 1950 when North Korea invaded South Korea. In 1946, a Coast Guard team was sent to Seoul, Korea to organize, supervise, and train a South Korean Coast Guard. They succeeded in establishing a shipyard, supply and communications systems, and training facilities. The team also arranged for the transfer of 19 ships from the Japanese and American navies.

When "war" broke out, the Coast Guard's role was marginal, primarily one of support. Its principal contributions consisted of improving communications and meteorological services, as well as assuring port security and proper ammunition handling. Coast Guardsmen manned a number of Navy destroyer escorts, performing a variety of missions in the Western Pacific.

Vietnam

The Coast Guard was also an effective force in the Vietnam Conflict (1965-1970), performing duties uniquely suited to its specialized skills.

Shallow-draft warships and operating expertise in coastal waters were needed for the interdiction of trawlers being used by North Vietnam for infiltration and re-supply activities. This operation was named “Market Time,” with the Coast Guard having a major role.

- In 1965, twenty-six 82-foot Coast Guard cutters were deployed to Vietnam for Operation Market Time. To avoid being easy targets in the moonlight or flare light, the white cutters were repainted gray.
- In 1966, the first ocean-going cutters augmented the Navy and Coast Guard surveillance forces already in Vietnam.

Other duties performed by Coast Guardsmen included:

- Improving port security, especially in Saigon
- Overseeing the Merchant Marine
- Teaching Vietnamese workmen how to safely handle ammunition and other dangerous cargoes
- Assisting in the safe navigation of ships
- Setting up a Loran network for Southeast Asia
- Conducting numerous Medical Civil Action Programs (MEDCAPs), Civic Action Programs, to help relieve the sufferings of the Vietnamese civilians.

Some Coast Guard Statistics

Coast Guard statistics relative to Vietnam:

- Some 8,000 Coast Guardsmen and 56 Coast Guard cutters served in Vietnam.
 - To block infiltration, Coast Guard units boarded almost 250,000 junks and sampans.
 - Coast Guard cutters participated in nearly 6,000 Naval Gunfire Support (NGFS) missions, causing extensive enemy damage.
-

***Desert Shield/
Desert Storm***

As with other military actions, the Coast Guard again saw service in the Gulf War (1990-1991). From the beginning of Desert Shield to the end of Desert Storm, the men and women of the U.S. Coast Guard served proudly in several key areas.

- Coast Guard law enforcement boarding teams (LEDET) were deployed on board Naval vessels to assist in enforcing United Nations economic sanctions against Iraq.
- Reserve Port Security Units (PSUs) provided coastal patrols, anti-terrorist operations, and overall port security.

On August 22, 1990, select reserve members were called to active duty in support of Operation Desert Shield. A total of 950 Coast Guard reservists were called. This was the first time in the Coast Guard Reserve's 50-year history that involuntary overseas mobilization occurred.

- The Coast Guard led a U.S. interagency team responsible for advising Saudi Arabia on a massive oil spill cleanup in the Persian Gulf created by Iraq.
- Both regular and reserve Coast Guard units provided port security and supervised the safe loading of weapons, ammunitions, and other war supplies bound for the Gulf.

***Operation Desert
Shield***

The mission of Operation Desert Shield was to defend Saudi Arabia. After invading Kuwait, Iraqi troops had begun to mass along the Saudi border, breaching it at some points. This suggested that Hussein's forces may continue south into Saudi Arabia's oil fields.

When it was obvious that Saddam would not withdraw, Desert Shield became Desert Storm on January 17, 1991.

***Operation Desert
Storm***

The air offensive against Iraqi forces began on January 17, 1991. The next day, Coast Guard LEDET personnel on board the USS Nicholas assisted in clearing 11 Iraqi oil platforms and taking 23 prisoners.

The ground offensive by coalition forces to liberate Kuwait began on February 24, 1991. On February 28, 1991, the United Nations Security Council officially ended the Gulf War by calling a formal cease-fire.

Operation Desert Storm
(continued)

The mission of Operation Desert Storm was to, among other things, destroy:

- Republican Guard forces
 - Iraqi known chemical, biological and nuclear production, storage, and delivery capabilities.
-

War on Terrorism

After the terrorist attacks on the World Trade Center and the Pentagon on September 11, 2001 taking over 3,000 lives, President George W. Bush declared a War on Terrorism.

As usual, the Coast Guard was right there in time of need.

Units from Activities New York were among the first military units to provide security and render needed assistance. To protect our nation's coastline, ports, and waterways, six U.S. Navy cyclone-class patrol coastal warships were assigned to Operation Noble Eagle on November 5, 2001...the first time U.S. Navy ships were employed jointly under Coast Guard command.

To protect the U.S. in the heightened alert state, a comprehensive national plan was launched, including:

- **Operation Liberty Shield In March 2002.** As part of this operation, the Coast Guard increased its patrols by 50 percent and placed armed boarding officers on every high-interest vessel arriving or departing from American ports. By the end of 2003, the USCG had conducted over 3,000 air and sea patrols. Over 3,900 Reservists served on active duty.
 - **Operation Enduring Freedom.** In support of this operation, eight 110-foot Island Class patrol boats and four PSUs comprised of approximately 1,300 Coast Guard men and women had been deployed by the end of 2003.
 - **Operation Iraqi Freedom.** The Coast Guard's vital role in supporting this operation represents its largest overseas deployment in support of military operations since the Vietnam Conflict. Due to the Coast Guard's multi-mission character and capabilities, we served in numerous roles.
-

Operation Iraqi Freedom

The Coast Guard participated in Maritime Interception Operations and coastal security patrols, along with the U.S. Navy and coalition naval forces. In addition, the Coast Guard provided security to Iraqi oil terminals located in the North Arabian Gulf and Maritime Environmental Response expertise for acts of maritime environmental terrorism.

At the height of operations, 1250 Coast Guard personnel were deployed, including about 500 reservists. This included:

- Two 378-foot high endurance cutters
- A 225-foot seagoing buoy tender
- Eight 110-foot patrol boats
- Five port security units
- Three tactical Law enforcement teams
- Support staff to the Central and European Command theaters of operation.

Persian Gulf Region Duties

Coast Guard cutters and active duty and reserve personnel in the Persian Gulf region performed a myriad of duties. They:

- Provided force protection to the coalition fleet
- Guarded key ports and oil platforms in the Gulf
- Conducted maritime interception boardings to enforce UN economic sanctions against Iraq
- Responded to marine environmental issues
- Took custody of prisoners of war.

In addition, the Coast Guard improved the safety of the navigational approach to the Persian Gulf's only international seaport for humanitarian aid, commercial, and military vessels. This was a critical step toward economic recovery for the Iraqi people.



Match each statement with the military action. Correct answers for the exercise are provided at the end of this E-level section.

Fact	Military Action
_____ 1. In this war, cutters captured 18 prizes unaided and assisted in two other captures.	A. Spanish-American War B. Korean War C. Quasi-War D. Civil War E. Mexican-American War F. World War I
_____ 2. A Coast Guard cutter is credited with firing the first naval shots of this war.	
_____ 3. First time during a war that the entire Coast Guard was transferred to the Navy.	
_____ 4. During this war, the <i>McCulloch</i> served as both the escort and dispatch with Commodore George Dewey's squadron.	
_____ 5. In this war effort, the Coast Guard played a marginal role, primarily one of support.	

Select True or False for each statement.

- ☐ True 6. The first time the Coast Guard augmented the Navy with shallow-draft craft
☐ False was in World War I.
- ☐ True 7. The Coast Guard was given responsibility for cold-weather operations in
☐ False Greenland during World War II.
- ☐ True 8. The first time ocean-going cutters augmented Navy and Coast Guard
☐ False surveillance forces was in Vietnam.
- ☐ True 9. The Coast Guard was solely responsible for cleaning up a massive oil spill
☐ False during the Gulf War.
- ☐ True 10. During Operation Eagle in November 2001, the Coast Guard was once again
☐ False under Navy command.

Established missions

3-5.02-K

KNOW what historical events led to the establishment of the following missions, as presented in the E-PME Study Guide.

- Search and rescue
- Environmental protection
- Law enforcement
- Ice operations
- Aids to navigation
- Boating safety
- Military readiness
- Coast Guard Reserve
- CG Auxiliary
- Homeland Security

History of Coast Guard Missions

Today's Coast Guard is a multi-mission organization, a product of the infusion of five agencies. This section points out the historical events that led to the creation of present day Coast Guard missions.

Search and Rescue

The search and rescue mission is one of the Coast Guard's earlier undertakings. Its roots go back to the middle of the 19th Century when the U.S. experienced an influx of immigration. Many immigrants were arriving from Europe in small sailing ships packed with several hundred people. During the winter storms, numerous crowded vessels ran aground on the New Jersey shore... just a few hundred yards from safety. However, many times the surf broke the crafts into pieces and the freezing, turbulent water proved no match for even the strongest swimmers.

While many rescue attempts were made from shore under these circumstances, only about half of the people on board survived. The loss of lives mostly occurred because there was no way to reach the wreck across the breaking surf and to retrieve the occupants of the ravished vessel.

To address this problem, a Federal lifesaving service began to take shape in 1848. New stations, a garage-like structure, were built and outfitted with rescue equipment. Since the New Jersey and Long Island coasts had experienced the greatest numbers of wrecks, their beaches were chosen for the new stations.

*Search and
Rescue
(continued)*

The equipment consisted of a fully equipped iron boat on a wagon, a mortar apparatus for propelling a rescue line, powder and shot, a small covered “life car” for hauling in survivors, a stove, and fuel. A community leader was put in charge of the station, usually a wreckmaster, who organized his volunteer crew.

While there were huge successes, there were also failures. However, during the period 1848 -1870, about 90% of the persons on board vessels who wrecked within the reach of this Life-Saving Service survived.

During the Civil War, all but one of the iron surfboats were appropriated for use in the Hatteras Campaign. The remaining surfboat was used to slop hogs.

One successful search and rescue incident is cited below.

In 1850, the Ayrshire, an immigrant ship, grounded during a snowstorm at Squan Beach, N.J. Under the supervision of wreckmaster John Maxon, the volunteers rescued 201 of the 202 persons on board.

Following the war, in 1871, the Life-Saving Service was “reborn” under the leadership of Sumner L. Kimball, assisted by Revenue Marine Captain John Faunce. New stations were built; new equipment was developed; the Service was expanded beyond New Jersey and Long Island; and personnel were federalized.

The primary focal point of search and rescue operations changed with technology.

- **1830-1870.** From 1830-1870, the larger passenger vessels carrying immigrants to the New Jersey and Long Island coasts were the main focus of search and rescue efforts.
- **1871-1914.** From 1871-1914, smaller coastal sailing vessels became the primary search and rescue focal point as innovations in the shipping industry reduced coastal disasters affecting large passenger vessels.
- **1915-1977.** From 1915, blue water cutters, joined by flying amphibians and regular trans-Atlantic air traffic in the 1930s, became primary rescue platforms. Ocean stations were established in the Atlantic and later in the Gulf of Mexico and the Pacific.

To provide rescue sites and to report on weather, a cutter was stationed in mid-ocean. However, increased aircraft reliability and improved electronics removed the need for the stations; the last station was decommissioned in 1977.

***Search and Rescue
(continued)***

- **1941-1945.** During World War II, the search mission focused on anti-submarine warfare. After the war, the search and rescue scene shifted back to tidewater, focusing on pleasure craft.
- **1980s and beyond.** During the 1980s and beyond, the Coast Guard has been involved with saving thousands of people responding to numerous refugee boatlifts from Haiti and Cuba.

The largest number of migrants rescued from a single vessel in Coast Guard history occurred on November 24, 1995 when CGC *Dauntless* rescued 578 migrants from a grossly overloaded 75-foot coastal freighter. In the year 2000 alone, the Coast Guard sortied 57,697 times and saved 3,400 lives.

Environmental Protection

The Coast Guard's mission to protect the environment had its beginnings in 1822 when Congress created a timber reserve for the Navy. To prevent the cutting of live oak on public lands, the President utilized the Revenue Cutter Service (RCS) to perform this duty. The shallow-draft revenue cutters were well suited to this task.

The purchase of Alaska in 1867 greatly expanded the Coast Guard's environmental responsibilities. Due to the high value of their coats, fur seals were being ruthlessly slaughtered. In 1870, Congress restricted the number of seals that could be killed. Beginning in 1894, small parties of RCS personnel camped on the Pribilof Islands, breeding grounds for the fur seals, to prevent raids on the rookeries. On May 11, 1908, revenue cutters were given authority to enforce all Alaskan game laws.

Fish Conservation

In 1885, the RCS cooperated with the Bureau of Fisheries in the propagation of food fishes. Twenty years later, cutters enforced the regulations governing the landing, delivery, cure, and sale of sponges in the Gulf of Mexico.

The Fishery Conservation and Management Act of 1976 created a 200-mile offshore fishing zone to be controlled by the U.S. The Coast Guard enforces this law. It also monitors a number of international agreements, treaties, and conventions, including the UN moratorium on High Seas Drift Net Fishing.

*Fish Conservation
(continued)*

Two notable cases are cited here.

- In July 1997, the vessel *Cao Yu 6025* was spotted by a Canadian aircraft fishing 1,100 miles northwest of Midway Island. Upon seeing the surveillance aircraft, the vessel's crew attempted to flee but was tracked by Canadian and U.S. Coast Guard aircraft. The USCGC *Basswood*, after a 1,700-mile chase, and the USCGC *Chase*, boarded the vessel in the East China Sea and seized the *Cao Yu*, along with its catch of 120 tons of albacore, swordfish and shark fins.
- In June 1998, Coast Guard cutters *Boutwell*, *Jarvis*, and *Polar Sea* and aircraft, along with two Russian fisheries patrol vessels seized four Chinese fishing vessels suspected of high-seas drift-net fishing. This was the Coast Guard's largest high-seas drift-net fisheries seizure ever.

*Waterways
Pollution*

Pollution of our waterways has been a concern for many decades. The first attempt to address this growing problem was the passage of the Refuse Act of 1899. The Army Corps of Engineers and the Revenue Cutter Service were tasked to enforce the regulation. The current framework for the Coast Guard's Marine Environmental Protection program is the Federal Water Pollution Control Act of 1972.

In 1973, the Coast Guard created a National Strike Force to combat oil spills, comprised of three teams:

- Pacific (based near San Francisco)
- Gulf (Mobile, AL)
- Atlantic (Elizabeth City, NC).

The teams have been deployed to hundreds of potential and actual spill sites. Some notable oil spills include:

- **August 1974:** *Metula* in the Straits of Magellan
- **January 1975:** *Showa Maru* in the Straits of Malacca
- **December 1975:** *Olympic Games* in the Delaware River
- **December 1976:** *Argo Merchant* on the Nantucket Shoals.
- **March 1989:** *Exxon Valdez* on Bligh Reef in Alaska's Prince William Sound
- **February 1991:** In the Persian Gulf as a result of Iraqi firing of oil wells and pumping stations.

Law Enforcement

Law enforcement is one of the Coast Guard's oldest missions. The fleet of ten cutters authorized by Alexander Hamilton in 1790 was responsible for enforcing the tariff laws. They were charged to put a stop to smuggling, protect shipping from pirates and other unlawful interdiction, and intercept material and human contraband.

While smuggling was considered a patriotic duty of maritime America during colonial days and the War of Independence, this rationale had to be reversed. The revenue from tariffs was greatly needed to support the new government.

In 1832, when South Carolina tried to nullify the tariff laws, five cutters were sent to Charleston Harbor to support Customs Officers in collecting tariffs.

Piracy was practiced well into the 19th Century. Cutters were instrumental in abolishing piracy in our waterways and protecting trade. In 1819, the cutters *Alabama* and *Louisiana* captured *Bravo*, commanded by Jean LaFarge, a lieutenant of the notorious Jean Lafitte of New Orleans. They also destroyed the pirate stronghold of Patterson's Town on Breton Island. In 1822, Louisiana, in conjunction with the Royal and U.S. navies, swept the Caribbean, capturing five pirate vessels.

Intercepting contraband was the Coast Guard's prime responsibility prior to World War II. When the war ended, the focus shifted largely to safety at sea and aiding navigation. Then in the early 1960s, law enforcement again assumed increased importance. After Fidel Castro took power in Cuba in 1959, the Coast Guard established patrols to aid refugees and to enforce neutrality, interdicting the transportation of men and arms. In the early 1970s, drug interception became a major focal point, and continues today.

Slavery

Slavery was a tumultuous social issue in the first half of the 19th century. In 1794, cutters were charged with preventing any more slaves from Africa being brought into the country. Until Civil War broke out, cutters captured numerous slavers (persons or ships engaged in the trafficking of slaves) and freed almost 500 slaves.

In 1808, President Thomas Jefferson declared an unpopular embargo of imports and cutters closed all of our ports.

Narcotics

On August 31, 1890, a cutter made the first recorded narcotics seizure. The USRC *Wolcott*, stationed in the Straits of Juan de Fuca, boarded and discovered a quantity of undeclared opium on the U.S. flagged steamer *George E. Starr*, seizing both the vessel and the opium. Some noteworthy examples of the Coast Guard's continuing effort to combat the flow of illegal drugs into the United States:

- On November 1, 1984, the cutter *Clover* nabbed the 63-foot yacht *Arrikis* SW of San Diego with 13 tons of marijuana on board.
- On November 4, 1984, USCGC *Northwind* captured the P/C *Alexi I* off Jamaica carrying 20 tons of marijuana.
- On May 8, 1987, Coast Guard units seized 1.9 tons of cocaine.
- In June 1995, a Coast Guard LEDET discovered and seized 24,325 pounds of cocaine hidden on the F/V *Nately I*.
- On April 28, 2001, the Coast Guard seized the Belizean F/V *Svesda Maru* carrying 26,931 pounds of cocaine, the largest maritime seizure of cocaine to date.

Liquor

When prohibition in the 1920s was launched, Coast Guard cutters conducted the very unpopular “Rum War at Sea”. During the early days of prohibition, the Coast Guard lacked vessels, especially fast ones. Some celebrated cases are:

- On March 20, 1929, the Canadian boat *I'm Alone* carrying 2,800 cases of liquor was anchored off the coast of New Orleans. The skipper of *I'm Alone* refused to allow any searches of the vessel. The boat was finally sunk by gunfire from Coast Guard cutters, with all but one crewmember rescued. The Canadian government protested to Washington, resulting in years of legal and diplomatic bickering and arbitration.
- The CG-249 overtook a motorboat off the coast of Florida with two men on board and 20 cases of whiskey. A young Coast Guardsman and a member of the Secret Service were killed in a skirmish that followed.
- Having taken on board over half a million dollars worth of liquor at St. Pierre Island, *Holewood* ran down the coast to a point off New York where her crew camouflaged her to look like a well-known American coaster, *Texas Ranger*. A Coast Guard officer, detecting the fraud, consulted a shipping news bulletin, which reported that the *Texas Ranger* was in the Gulf of Mexico that day. The pseudo-*Texas Ranger* was overtaken near Haverstraw, resulting in the Coast Guard's largest single catch.

Arms

When prohibition was repealed on December 5, 1933, some smugglers took to running guns to Central American countries, returning with narcotics.

In the 1960s and beyond, the Coast Guard was involved in interdicting the transportation of arms to Cuba.

Ice Operations

Icebergs in the North Atlantic have always posed a danger to vessels. History records a number of casualties in the vicinity of the Grand Banks. To cite a few, the *Lady of the Lake* sank in 1833 with a loss of 70 lives. Between 1882 and 1890, ice was responsible for the loss of four vessels and 40 more seriously damaged, plus countless other whaling and fishing vessels lost or damaged.

Major disasters often serve as a catalyst for initiating safety measures or improving upon those already in place. It took one of the greatest marine disasters of all times to arouse public demand for international cooperative action to deal with this marine hazard.

On April 15, 1912, more than 1,500 lives were lost when the RMS *Titanic* struck an iceberg in the North Atlantic Ocean and sank. The vessel had been built with the latest safety design, featuring compartmentation and such innovations as automatically closing water-tight doors. The ship was touted as being unsinkable.

This much-publicized disaster resulted in procedures to protect merchant traffic in the North Atlantic from roaming icebergs. The U.S. Navy assigned the *Chester* and *Birmingham* to patrol the Grand Banks for the remainder of 1912.

In 1913 when the Navy could no longer spare ships for ice patrol, the Revenue Cutter Service (RCS) assumed responsibility, assigning the cutters *Seneca* and *Miami* to conduct the patrol.

The sinking of the *Titanic* was the driving force for establishing the International Ice Patrol. On February 7, 1914, the RCS was tasked with maintaining the International Ice Patrol. The Service was to locate and radio reports of icebergs in the North Atlantic shipping lanes to merchant ships in the area. Today, Coast Guard aircraft provide this service.

Aids to Navigation

Shipping was vital to trade in the New World. To provide some safety for the merchants during our colonial days, lighthouses were funded and built by local interests. One of the first acts passed by the new congress was to provide aids to navigation. On August 7, 1789, all existing lighthouses built by the colonies were federalized and funds were appropriated for lighthouses, beacons, and buoys. This newly assembled Lighthouse Service came under the jurisdiction of the Treasury Department.

The more than 1,000 lighthouses guided mariners into the major harbors of the United States. For the first fifty years, little bureaucracy existed. There were no tenders, only the lone keepers who kept the lights burning.

Lighthouse Technology Evolution

Some of the earliest optics used to guide ships were multiple-wicked oil lamps with reflectors to concentrate the light.

French physicist Augustin Fresnel invented an effective lens with annular rings, reflectors, and reflecting prisms that all surround a single lamp. Many of these lamps are still in use today.

Sound was also used to guide ships:

- In colonial times during fog, cannons fired on shore to warn ships away from land.
- In 1852, fog bells went into service.
- In 1869, a mechanical striking bell was used.
- In 1872, a fog trumpet was sounded.
- In 1887, an air siren provided the warning.

With the introduction of Long Range Aids to Navigation (LORAN) technology, lighthouses were phased out. Today, the Global Positioning System (GPS) is in use.

After a rash of steamboat explosions, Congress passed a federal steamboat inspection law in 1838. Federal inspectors enforced this law. In 1903, the Steamboat Inspection Service was merged with the Lighthouse Service and put under the jurisdiction of the Department of Commerce. In 1939, the Lighthouse Service was absorbed into the Coast Guard.

Lighthouse became obsolete with the emergence of new technologies, such as the Global Positioning System (GPS).

Many light stations were decommissioned and transferred to other agencies or private individuals. The only Coast Guard-manned light station in the U.S. today is Boston Harbor.

Notable Lighthouse Keepers

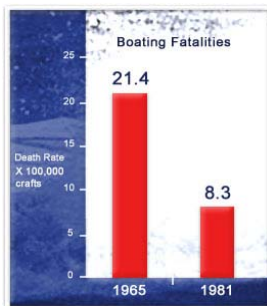
The men and women of the Lighthouse Service were among the most dedicated in government service, frequently performing their duty in extreme hardship. Keepers were often cited for saving lives in shipwreck disasters. In 1906, a hurricane destroyed 23 lights along the Gulf Coast, killing the keepers at Horn Island and Sand Island. In 1946, an earthquake caused a tsunami in Alaska, killing the crew of the Scotch Cap Lighthouse.

Some notable lighthouse keepers are:

- Abbie Burgess, who served 38 years at the Matinicus Rock and White Head Light Stations Maine while simultaneously caring for her family.
- Ida Lewis, who served 39 years at the Lime Rock Lighthouse, saving 18 lives.
- Marcus Hanna, who served at the Cape Elizabeth Light. He is probably the only man in history to have been awarded both the Medal of Honor and the Gold Lifesaving Medal.

Boating Safety

One of today's most visible Coast Guard missions is boating safety. Legislation enacted in 1896 authorized the Secretary of the Treasury "to prescribe regulations to insure the safety of passengers on...[all] craft...attendant...upon regattas...."



This was the first endeavor to regulate pleasure boat safety. In 1908, this responsibility was transferred to the Department of Commerce and Labor; however, only a single vessel was available to enforce the law.

The Motorboat Act of 1910 established a creditable boating safety program. Boats were required to be equipped with navigation lights, whistles, fire extinguishers, and life preservers. Accidents immediately decreased even though enforcement still proved to be difficult.

Enforcement became more manageable with the creation of the Coast Guard Auxiliary in 1939. This serviceable volunteer organization, working with the regular Coast Guard, has significantly contributed to boating safety.

The Motorboat Act of 1940 brought out improved safety standards. Technology advances require constant updating to the law. Major revisions occurred in 1958 and 1971.

The Coast Guard's philosophy toward boating safety is to educate the public rather than carry out punitive measures. The boating fatality rate has greatly declined over the years. The Coast Guard Auxiliary's dedicated volunteers ably assist the Service in ensuring that the 14 million boats in American waters operate safely.

Military Readiness As a result of the Coast Guard's conglomerate and diverse history, it refers to itself as a *military*, *multi-mission*, and *maritime service*. The Coast Guard has been and continues to be a major force in America's national defense program.

When Alexander Hamilton founded the Revenue Cutter Service, he visualized it to be organized along military lines. Hamilton ordered that the Revenue Marine Officers be commissioned.

Title 14 of the U.S. Code cites that the Coast Guard is a military service. It is a branch of the Armed Forces of the United States unceasingly...not just in wartime or when directed by the President.

The 1915 legislation that established the Coast Guard recognized the organization as critical for national defense duties and in need of military discipline and training. Our cutters are designated as warships of the United States. As such, they are afforded certain rights under international conventions and practice, i.e., being able to approach any vessel to determine its identity and country of origin.

The Coast Guard has served in all of our nation's wars as a naval augmentation force, providing Coast Guard's specialized skills of needed.

In addition to general defense operations and polar icebreaking duties, a Memorandum of Agreement was signed on October 3, 1995, assigning the Coast Guard five specific national defense missions.

In 1995, the Coast Guard national defense missions were:

- Maritime interception operations
 - Military environmental response operations
 - Port operations, security, and defense
 - Peacetime military engagements
 - Coastal sea control operations.
-

Coast Guard Reserve

The Coast Guard Reserve is a part-time force, composed of approximately 8,000 specially trained people. Coast Guard Reservists serve with the Coast Guard one weekend a month plus two weeks every year, working directly alongside active duty personnel performing the same tasks.

Established under the Coast Guard Reserve and Auxiliary Act of February 19, 1941, the Coast Guard Reserve was modeled after the Naval Reserve as a military component.

Reservists were classified under two broad categories:

- **Regular Reservists.** Regular Reservists served on active duty during World War II until the end of the war.
- **Temporary Reservists.** Temporary Reservists were volunteers and former Auxiliary members, both paid and unpaid, who served in a military capacity performing coastal patrols and port security tasks.

Public Law 773, enacted November 23, 1942, established the Women's Reserve as a branch of the Coast Guard. Members of this branch became known as SPARs. SPARs is derived from the Coast Guard's motto:

Semper Paratus, Always Ready.

The Reservists serve in all Coast Guard mission areas. Of the 214,000 personnel who served in the Coast Guard during World War II, more than 92% were Reservists. An additional 125,000 served in the Temporary Reserve. When the war ended, most Reservists were released to inactive duty or discharged; the Women's Reserve was terminated in July 1947 but reestablished in August 1949.

***Coast Guard
Reserve
(continued)***

The first organized Coast Guard Reserve unit was formed in Boston in October 1950 to support the Coast Guard's recently expanded port security responsibilities. This set the framework of today's Coast Guard Reserve. During the Vietnam Conflict, the Selected Reserve reached a peak post-WW II strength of 17,815 in 1969.

- **1970s.**

- □ In the spring of 1973, 134 Reservists are recalled to support flood response operations in the Midwest. This is the Reserve's first involuntary recall.

- **1980s.**

- □ In 1980, the Mariel Boat Lift exodus from Cuba necessitates the Reserves invoking another involuntary recall.
- □ From 1981 to date, the Reservists log over 5,900 person-days augmenting the Active Component to enforce Security Zones for space shuttle operations in Florida.
- □ The Reserve supplies 65% of the personnel employed in massive cleanup operations in Alaska following the Exxon Valdez oil spill on March 23, 1989...the much publicized environmental tragedy.

- **1990s.**

- □ In 1991-1992, over 15% of the Selected Reserve – 1,650 Reservists – participate in Operations Desert Shield/Storm in the Persian Gulf.
- □ In 1994, the successful Reserve-sponsored program, Sea Partners, is initiated. Teams of Reservists are assigned to USCG Marine Safety Offices across the country to foster marine pollution awareness and marine environmental protection laws and regulations compliance.
- □ The Reserve again provides personnel to the Active Component to support hurricane response operations for Hurricane Floyd in September 1999. To date, the Reserve has supported 12 hurricane and six major flood operations.
- □ Late 1999, the Coast Guard is authorized to recall reservists to respond to possible Y2K-related contingencies in the Egypt Air 990 plane crash off the New York coast on October 31, 1999. This authorization is not exercised since Reservists volunteered for both the search-and-recovery effort following the John F. Kennedy Jr. light plane crash in July 1999 and the Egypt Air 990 tragedy.

**Coast Guard
Reserve
(continued)**

- **2000s.**
 - □ In 2000, approximately 1,000 reservists serve on active duty in support of Operation Sail, a product of President John F. Kennedy's vision to promote unity and goodwill between nations through sail. Majestic vessels from around the world participate in eight ports on the East Coast.
 - □ Since March 2002, 3,900 Reservists are involved in Operation Liberty Shield, protecting the U.S. in the heightened terrorist alert.
 - □ In 2003, almost 600 Reservists from five Port Security Units (PSUs 305, 308, 309, 311, and 313) are deployed to the Persian Gulf area.
-

**Coast Guard
Auxiliary**

The volunteer organization, known today as the Coast Guard Auxiliary, was created on June 23, 1939 by the Coast Guard Reserve Act of 1939. The objectives of this new civilian organization were to promote safety on navigable waters; efficient operation of motorboats and yachts; better understanding and compliance with motoring laws, rules, and regulations; and to assist the Coast Guard in certain operations.

Members were not military nor government employees but volunteers who offered their boats and services to the Coast Guard:

- For the “conduct of duties incident to the saving of life and property”
- In the “patrol of marine parades and regattas.”

The Coast Guard and civilian boating community were extremely enthusiastic about the new Coast Guard Reserve, headed by CDR Merlin O'Neill. By June 1940, 2,600 men and 2,300 boats were enrolled. Coast Guard bases began offering reservist training courses, conferring three reserve classifications (Senior Navigator, Navigator, and Engineer) to those who passed.

By early 1941, it seemed inevitable that the U.S. would be drawn into World War II, thus creating a demand for manpower and boats.

On February 19, 1941, a new law restructuring the Coast Guard Reserve was passed, establishing two reserve organizations to be operated by the Coast Guard. The existing civilian reserve was renamed the U.S. Coast Guard Auxiliary. A new U.S. Coast Guard Reserve would function on a military basis as a source of wartime manpower.

***Coast Guard
Auxiliary
(continued)***

Coast Guard Reserve members were divided into two categories “Regular Reservists” and “Temporary Reservists.”

- Regular Reservists:
 - □ Received remuneration for their services
 - □ Had to meet normal military physical standards
 - □ Could be assigned to stations anywhere the Coast Guard deemed appropriate when called to active duty.
- Temporary Reservists. Men unable to meet the Regular Reservist requirements were invited to become temporary members of the reserve. A Coast Guard Temporary Reservist served:
 - □ As a volunteer only in some designated geographic area (usually near his home or workplace)
 - □ Less than full-time
 - □ Between the ages of 17 and 64.

Physical requirements were not stringent.

Members of the Auxiliary were invited to enroll in the Reserve as Temporary Reservists and to bring their boats with them. The Auxiliary proved to be a tremendous asset during the war...much more than just a boaters' organization. Members:

- Patrolled the waterfronts and inlets
- Manned lookout and lifesaving stations
- Performed rescue missions
- Served as a recruiting and training agency for the Coast Guard Reserve
- Filled gaps left by Coast Guardsmen who were deployed outside the U.S.
- Served in many other important ways.

After the war, the organization rose to a new level. Auxiliary members were given rates and ratings, uniforms, and insignia. New programs were introduced.

Specialties

Training in five branches is available to Auxiliarists:

- Seaman (Boatswain's Mate, Coxswain)
- Artificer - Radio
- Artificer - Engine Room Force
- Aviation (Pilot and Machinist's Mate)
- Special Branch (Yeoman, Storekeeper, and Pharmacist's Mate).

Upon passing the appropriate examinations, Auxiliarists are rated as third class, second class, first class, or chief petty officers.

Uniforms

Coast Guard Auxiliary uniforms are similar to those of regular Coast Guard officers, with distinctive Auxiliary buttons and insignia. A sleeve badge similar to that of Coast Guard enlisted personnel, minus the Eagle, indicates each member's grade in specialty.

Airplanes

In September 1945, Congress enacted Public Law 451, which included owners of aircraft and radio stations eligible for Auxiliary membership. Having lost most of its regular aviation element after the war, the Coast Guard heartily embraced these Auxiliary aviators.

By 1950, several Auxiliary Districts had air flotillas. Pilots from the 11th District, operating out of Vail Field in Los Angeles, flew SAR patrols over the mountains and deserts of southern California.

The 14th District formed two air divisions in Hawaii, where the Coast Guard's air strength consisted of two obsolescent planes.

Vessel Examination

The Courtesy Marine Examination program is one of the Auxiliary's most important assignments.

The Coast Guard published a booklet of safety standards and regulations, and gave authority to the Auxiliary to train its members as inspectors.

Public Education

The Public Education (PE) program, another important Auxiliary activity, was initiated in January, 1948. The Auxiliarists offered a series of free courses at the annual Motorboat Show in New York City's Grand Central Palace.

*Public Education
(continued)*

By the early 1950s, an eight-lesson course in Outboard Safety was offered. During the next few years, one-lesson and three-lesson basic courses were added. Individual flotillas experimented with their own education programs.

By the mid-fifties more than 30,000 men and women had taken part in Auxiliary education programs.

Operations

The Auxiliary assists the Coast Guard in several of its non-military functions, including search-and-rescue (SAR), safety, regatta, and harbor patrols, and checking aids to navigation.

In 1952, the Commandant authorized Auxiliary Operational Units (AUXOPS). Specially-trained groups, each consisting of 50 Auxiliarists, five boats, two aircraft, and two radio stations, would be organized to assist the Coast Guard in emergencies.

A few years later, a specialized, rigorous training program was offered to Auxiliarists. Passing the program's seven courses (Administration, Communications, Patrols, Piloting, Seamanship, Search-and-Rescue, and Weather) made an Auxiliarist eligible for the coveted AUXOP status, symbolized by an insignia incorporating a wreath of excellence.

*Coast Guard
Auxiliary
Organization*

Today's Auxiliary is organized into four units:

- Flotilla
- Division
- District Regions
- National.

A senior Coast Guard officer serves as the Chief Director, directing management of policies established by the Commandant. Overall supervision of the Coast Guard Auxiliary is the responsibility of the Assistant Commandant for Operations (G-O), who reports directly to the Commandant.

The Auxiliarists, who are dedicated civilian volunteers, receive no remuneration...only a "thank you for a job well done." However, they are an integral component of Team Coast Guard.

Additional untestable information on the Coast Guard Auxiliary can be found on the Coast Guard website and the Auxiliary website:

<http://www.cgaux.org/>

Flotilla The flotilla is the basic unit of the Auxiliary, with each flotilla headed by a Flotilla Commander (FC). A flotilla consists of 15 or more qualified members responsible for executing the Auxiliary program. Every Auxiliarist is a member of a local flotilla.

Division Flotillas in the same general geographic area are grouped into divisions, headed by a Division Captain (DCP) and a Division Vice-Captain (VCP). The division:

- Is usually composed of five or more flotillas
- Provides flotillas with administrative, training and supervisory support
- Promotes district policy.

District Regions Some districts are grouped into regions. The district/region:

- Provides divisions with administrative and supervisory support
- Promotes policies of both the district commander and national Auxiliary committee.

A District Commodore (DCO), District Vice Commodore (VCO), and District Rear Commodore (RCO) under the guidance of the Coast Guard District Commander govern all districts and regions.

At this level, Coast Guard officers are assigned to oversee and promote the Auxiliary programs.

National The Auxiliary has national officers, along with the Commandant, who are responsible for the administration and policy-making for the entire Auxiliary.

These officers (Chief Director of Auxiliary, an Active Duty officer; National Commodore; and National Vice Commodores) make up the National Executive Committee (NEXCOM).

Homeland Security

Following the terrorist attacks on the World Trade Center and the Pentagon on September 11, 2001, President Bush authorized the creation of the Department of Homeland Security (DHS) to protect America against future attacks on our homeland. Over 20 separate agencies came under the DHS umbrella.

The Secret Service and the Coast Guard are also positioned in the Department of Homeland Security. The two organizations remain intact and report directly to the Secretary.

On March 1, 2003, the U.S. Coast Guard was officially transferred to DHS.

Following the September 11th terrorist attacks, the Coast Guard immediately mobilized more than 2,000 Reservists in the largest homeland defense and port security operation since World War II. The Coast Guard has increased its vigilance, readiness, and patrols to protect the country's 95,000 miles of coastline, including the Great Lakes and inland waterways.

Coast Guard's Role The Coast Guard's homeland security role includes the following:

- **Safeguard:** Safeguard ports, the flow of commerce, and the marine transportation system from terrorism.
 - **Maintain:** Maintain maritime border security against illegal drugs, illegal aliens, firearms, and weapons of mass destruction.
 - **Ensure:** Ensure that we can rapidly deploy and resupply our military assets, both by keeping Coast Guard units at a high state of readiness, and by keeping marine transportation open for the transit assets and personnel from other branches of the Armed Forces.
 - **Protect:** Protect against illegal fishing and indiscriminate destruction of living marine resources, prevention and response to oil and hazardous material spills--both accidental and intentional.
 - **Coordinate:** Coordinate efforts and intelligence with federal, state, and local agencies.
-



Match each question with its Coast Guard mission. Correct answers for the exercise are provided at the end of this E-level section.

Question	Coast Guard Mission
_____ 1. Following World War II, members of what organization were given rates and ratings, uniforms, and insignia?	A. Environmental protection
_____ 2. Drug smuggling in the 1960s gave what mission increased significance?	B. Coast Guard Reserve
_____ 3. What event was the impetus for the International Ice Patrol?	C. Boating Safety
_____ 4. The fatality rate of this focus has greatly declined as a result of what Coast Guard mission?	D. Sinking of the Titanic
_____ 5. The Refuse Act of 1899 was the catalyst for what Coast Guard mission	E. Coast Guard Auxiliary
_____ 6. Members of what part-time force perform the same tasks as active duty personnel?	F. Law enforcement

Select the correct answer.

7. To help rescue immigrants from vessels ravished by winter storms, a Federal lifesaving service was initiated in _____.
 - a. 1815
 - b. 1832
 - c. 1848
 - d. 1885
8. The only Coast Guard-manned light station in the U.S. today is located in _____.
 - a. Cape Hatteras
 - b. Cape Elizabeth
 - c. New York Harbor
 - d. Boston Harbor
9. Today, the Coast Guard is under the Department of _____.
 - a. Transportation
 - b. Treasury
 - c. Homeland Security
 - d. Defense

Chapter 4

Enlisted Achievements

4-5.01-K

KNOW the significant achievements of enlisted personnel, as presented in the E-PME Study Guide.

Enlisted Personnel Achievements and Awards

Throughout the Coast Guard's history, enlisted men and women have contributed greatly to the future of the Coast Guard. Some of their achievements, milestones, and awards are highlighted here.

Enlisted Achievements

In the past 20 years or so, petty officer and chief petty officer roles have become more difficult. Their roles are no longer limited to technical proficiency. Today, they are commonly recognized as leaders.

But petty officers and chief petty officers have always had a place of leadership in maritime development and social evolution. A few of the many achievements of Coast Guard enlisted personnel are presented here in chronological order.

- **1918.** Twin sisters Genevieve and Lucille Baker of the Naval Coastal Defense Reserve become the first uniformed women to serve in the Coast Guard.
- **1945.** The first five African-American females enter the SPARs (Semper Paratus Always Ready Women's Reserve):
 - ▶ □ Olivia Hooker
 - ▶ □ D. Winifred Byrd
 - ▶ □ Julia Mosley
 - ▶ □ Yvonne Cumberbatch
 - ▶ □ Aileen Cooke.

For more (untestable) information on the SPAR, go to the USCGC SPAR website:

<http://www.uscg.mil/hq/g%2Da/awl/bclass/wlb%5Fb/spar.htm>

- **1958.** On November 1, Master Chief Yeoman Jack Kerwin becomes the first Coast Guard E-9.

*Enlisted
Achievements
(continued)*

- **1959.** Alex P. Haley retires as Chief Journalist after serving in World War II and Korea.
 - In 1949, Haley transfers to the journalist rate. The rate is created because of his strong writing abilities.
 - In 1950, his primary job is writing stories to promote the Coast Guard to the media.
 - Toward the end of his tenure with the Coast Guard, Haley researches and writes about the history of the Revenue Cutter Service and the Life-Saving Service, demonstrating the talent that makes him a famous journalist and author. His ability to transform meticulous research into informative, interesting narrative become his trademark.
 - Haley authors *Roots* and *The Autobiography of Malcolm X*, and is a recipient of the Pulitzer Prize and the National Book Award. He continues to be an active supporter of the Coast Guard until his death in 1992.
- **1962.** Master Chief Yeoman Pearl Faurie becomes the first SPAR E9. The Pearl Faurie Leadership Award is established in her honor
- **1969.** On August 1st, BMCM Charles L. Calhoun was instated as the First Master Chief Petty Officer of the Coast Guard (E-10).
- **1972.** The first women's Reserve Enlisted Basic Indoctrination classes are established. Four ratings are available:
 - Yeoman
 - Storekeeper
 - Radioman
 - Hospital Corpsman.
- **1973.** The following events occur in 1973:
 - Legislation ends Women's Reserve
 - Women are integrated into active duty and Coast Guard Reserve.
 - Women are admitted to Officer Candidate School for the first time.
 - Combat exclusion for women ends.
 - The first SPAR to be sworn into the regular Coast Guard is Alice Jefferson.
- **1978.** All officer career fields and enlisted ratings are open to women.
- **1981.** Enlisted women are assigned to isolated units.
- **1982.** The Chief Petty Officer Academy Class I consists of six MCPOs and four SCPOs who lead the way for future generations of CPOs to attend the Coast Guard's premier enlisted leadership institution. Class I graduates in November 1982, their memento plaque reads, "We Came With The Hope That Others Might Follow."

Enlisted Achievements (continued)

- **1987.** Master Chief Boatswain's Mate Donald H. Horsley, USCG retires in January. He serves on active duty for 44 years, four months, and 27 days. His career spans three wars, and sees service on board 34 vessels.
- **1988.** The first enlisted woman is assigned to Officer-in-Charge afloat billet: Dianne Bucci. The first African-American female and first female engineer to advance to E-7 is Pamela Autry. The first Asian American female Warrant Officer is appointed: Grace Parmalee.
- **1989.** The first enlisted woman is assigned as Officer-in-Charge ashore: Krystine Carbajal.
- **1990.** Operation Desert Shield begins with 14 women Reservists serving in the Persian Gulf.
- **1992.** The first Hispanic American female is advanced to E-7: Sonia Colon.
- **1999.** As a result of the recommendations from the spring Board of Trustees meeting at the Coast Guard Academy, the Commandant officially appoints Master Chief of the Coast Guard, Vincent Patton, as a member of the Coast Guard Academy Board of Trustees. This is the first time an enlisted member serves in such a position at any military service academy.

Enlisted Awards

Since its early beginnings, the enlisted corps has thousands and thousands of Coast Guard heroes...men and women who served far beyond the call of duty. A few of these distinguished heroes are presented here.

Coast Guard Heroes of the 18th and 19th Century

The history of the Coast Guard actually begins on August 4, 1790 with the ten cutters (*Vigilant*, *Active*, *General Green*, *Massachusetts*, *Scammel*, *Argus*, *Virginia*, *Diligence*, *South Caroline*, and *Eagle*) authorized by Congress to guard our country's coastline against smugglers.

The revenue Cutter Service and the U.S. Life Saving Service merged on January 28, 1915, creating today's Coast Guard. Later on, several other Federal agencies are merged with the Coast Guard, including the U.S. Lighthouse Service.

Marcus A. Hanna **Marcus A. Hanna** was awarded the Medal of Honor for his actions while serving in the Union Army during the Civil War.

On July 4, 1863 at Port Hudson, Louisiana, Hanna voluntarily placed himself at risk to heavy enemy fire in order to get water for comrades in rifle pits. After the war, Hanna served as the principal keeper of the Cape Elizabeth Light Station, near Portland, Maine.

On January 28, 1885, he rescued two men from the wrecked schooner *Australia*. Hanna was awarded the Gold Lifesaving Medal, making him the only individual to have won both the Medal of Honor and the Gold Lifesaving Medal.

Frederick Hatch Surfman **Frederick Hatch** was a two-time winner of the Gold Lifesaving Medal.

He earned his first award while serving in the Life-Saving Service and the second while serving as a keeper in the Lighthouse Service.

Joshua James **Joshua James** was a member of the Massachusetts Humane Society and U.S. Life-Saving Service...one of the most celebrated lifesavers in our history.

Credited with saving more than 600 lives, he earned two gold medals, three silver, and other awards during his long and distinguished career.

His most famous rescue, for which he received one of his Gold Lifesaving medals, took place in November 1888. James and his crew saved 29 people from five different vessels during one of the worst storms to hit Hull, Mass.

Ida Lewis **Ida Lewis** is one of the most famous people to have ever served in the U.S. Lighthouse Service. Through her skill and professional ability, Lewis became the official keeper of Lime Rock Light Station, a position she held until her death.

She gained national notoriety during a time when most women in the U.S. were neither in the professional workforce nor on the national stage. She met a president, Ulysses S. Grant, and a vice-president, Schuyler Colfax; made the cover of a national publication, Harper's Weekly, in 1869; was featured in stories in Putnam's Magazine and The New York Tribune; and received accolades and awards from around the country.

Ida Lewis
(continued)

Most of Lewis's fame was due to her lifesaver abilities, rather than her first-rate lightkeeper skills and abilities. The Society of the American Cross of Honor bestowed upon her the title, *The Bravest Woman in America*.

Ida Lewis risked her life countless times to save the shipwrecked or others in danger of drowning. She was officially credited with saving 18 lives during her 39 years at Lime Rock and was awarded the Gold Lifesaving Medal. The first of the recently built keeper class coastal buoy tenders was named Ida Lewis.

Rasmus S.
Midgett

Surfman **Rasmus S. Midgett** single-handedly rescued ten people from the grounded ship, *Priscilla*, on August 18, 1899.

While on patrol three miles from the Gull Shoal Lifeboat Station, he noticed the flotsam and heard the cries from the broken vessel. Midgett directed seven passengers through the surf and then carried the other three to safety. For his actions, he received the Gold Lifesaving Medal

Margaret Norvell

Margaret Norvell, a keeper in the U.S. Lighthouse Service, served at the Head of Passes Light from 1891 to 1896. She was head keeper at the Port Pontchartrain Light from 1896 to 1924. Norvell finished her career at the West End Light where she served from 1924 to 1932.

During her career, she rescued numerous shipwrecked persons and assisted many others in distress. When a storm swept away every building in the community except the lighthouse in 1903, Norvell cared for over 200 people who had been left homeless.

*Coast Guard
Heroes of the 20
Century and
Beyond*

A few of the thousands of Coast Guard heroes of the 20th century are categorized here by the medals awarded for their courageous actions.

Medal of Honor



The Medal of Honor is the highest U.S. military decoration awarded to a serviceman for distinct gallantry and courage at the risk of life, above and beyond the call of duty.

To date, the only Coast Guardsman recipient of the Medal of Honor is Signalman 1st Class **Douglas Albert Munro**, awarded posthumously for his extraordinary heroism on September 27, 1942 at Point Cruz, Guadalcanal.

Medal of Honor
(continued)

Munro provided a shield and covering fire, and helped evacuate 500 besieged Marines from a beach at Point Cruz, paying the ultimate price...his life.

If you're interested in the (untestable) Munro story, visit:

www.uscg.mil/hq/g%2Dcp/history/munro.html



Douglas A. Munro

Navy Cross Medal



The Navy Cross Medal is awarded to persons serving in any capacity with the Navy or Marine Corps who distinguish themselves in armed enemy conflict by extraordinary heroism not justifying the Medal of Honor award. Several Coast Guardsman recipients of this award are:

- Water Tender **William H. Best**, a crewman of the cutter *Seneca* on convoy duty during World War I. Awarded posthumously for “services in attempting to save the British merchant steamer *Wellington* after a German submarine had torpedoed her on September 17, 1918.”
- Cook **Elam Russell** of the cutter *Seneca* on convoy duty during World War I. Awarded posthumously for “services in attempting to save the British merchant steamer *Wellington* after a German submarine had torpedoed her on September 17, 1918.”
- Petty Officer (later Commander) **Raymond J. Evans** for his actions at the Matanikau River, Guadalcanal on September 27, 1942. Along with Douglas Munro, provided covering fire for and evacuated elements of the 1st Battalion, 7th Marines.

Coast Guard
Distinguished
Service Medal



The Coast Guard Distinguished Service Medal is awarded to persons serving in any capacity with the Coast Guard who distinguish themselves by exceptionally meritorious service to the United States in a duty of great responsibility.

Awarded posthumously to Acting Machinist **William L. Boyce**, a member of the crew of the USCGC *Seneca* during World War I, for “services in attempting to save the British merchant steamer *Wellington* after a German submarine had torpedoed her on September 17, 1918.”

Silver Star Medal



The Silver Star Medal is awarded to persons serving in any capacity with the Navy or Marine Corps who distinguish themselves by extraordinary heroism not justifying the award of the Medal of Honor; while engaged in military operations against an enemy of the United States.

Silver Star Medal
(continued)

Several Coast Guard recipients of this award are:

- Chief Machinist Mate **Benjamin F. Harrison**, a crew member of the CGC Campbell for gallantry and intrepidity in action. Following a collision between and the *CGC Campbell* with the *U-606*, his performance saved the ship from going down.
- Petty Officers **Willis Goff** and **Larry Villareal** for their actions on January 21, 1969 in rescuing, in the face of heavy automatic weapons fire, a nine-man Army of Viet Nam (ARVN) detachment trapped by two Vietcong platoons.

Legion of Merit
Medal



The Legion of Merit Medal is awarded to U.S. military personnel for service rendered comparable to that required for the Distinguished Service Medal but in a lesser duty (though with considerable responsibility).

The Legion of Merit medal was awarded to Surfman John A. Cullen for discovering and reporting the first landing of German saboteurs on the U.S. coast on June 13, 1942. His timely report led to the capture of the entire 8-man sabotage team before the German operatives could carry out their mission.

Coast Guard
Medal



The Coast Guard Medal is awarded to persons serving on active duty in the Coast Guard who distinguish themselves by heroism not involving actual conflict with an enemy. Two recipients of the Coast Guard Medal are noted here.

- SA **William Ray “Billy” Flores** was awarded the Coast Guard Medal. He died in the line of duty while saving the lives of many of his shipmates. When his cutter, the *Blackthorn*, collided with the tanker *Capricorn*, on January 28, 1980, Flores and another crewmember threw lifejackets to their shipmates in the water. When the *Blackthorn* began to submerge, his companion abandoned ship. Flores remained behind and used his own belt to strap open the lifejacket locker door, allowing additional lifejackets to float to the surface.
- Machinery Technician First Class **Charles W. Sexton**, USCG, was posthumously awarded the Coast Guard Medal for “extraordinary heroism.” Petty Officer Sexton demonstrated remarkable initiative, exceptional fortitude, and daring in spite of imminent danger in his rescue efforts on January 11, 1991. At the time, he was serving as emergency medical technician aboard Coast Guard Motor Lifeboat CG-44381.

Coast Guard
Medal
(continued)

Responding to a distress call from *F/V Sea King*, a 75-foot stern trawler, Sexton volunteers to board the foundering fishing vessel to treat a crewmember's injuries. Sexton skillfully diagnoses the injuries and stabilizes the victim, then assists with dewatering the vessel. The *Sea King* suddenly capsizes, throwing victims into the churning seas and trapping Sexton in the enclosed pilothouse. He goes down with the vessel, sacrificing his life while attempting to save the lives of *Sea King's* crewmembers.

Bronze Star
Medal



The Bronze Star Medal is awarded to persons serving in any capacity with U.S. Armed Forces who distinguish themselves after December 6, 1941 by:

- Heroic actions
- Meritorious achievement
- Service not involving participation in aerial flight while engaged in enemy action.

The Bronze Star was awarded to BMC **Richard Patterson**, a crew member of the CGC Point Welcome, for his heroic actions. Patterson's cutter came under attack by friendly aircraft in August of 1966 just south of the demilitarized zone in South Vietnam. His decisive actions, without regard for his own safety, were instrumental in saving the lives of most of the crewmembers.

Gold Lifesaving
Medal



The Gold Lifesaving Medal is awarded for rescues of extreme and heroic daring in saving or attempting to save another from drowning, a shipwreck, or other perils of the water. Since 1874, more than 600 Gold Lifesaving Medals have been awarded. Some recipients of these metals are listed here.

- **John Allen Midgett**, Keeper of the Chicamacomico Lifeboat Station, N.C. On August 16, 1918 braving heavy surf and burning oil, Midgett and his men (5 of 6 also named Midgett) rescued all but 10 men in a 6-½ hour ordeal from the burning British tanker, *Mirlo*, (a victim of U-117). For their efforts, the Midgetts received Gold Lifesaving medals.
- **John Azeling Steadman**, Radioman 3rd Class was awarded the Gold Lifesaving Medal, posthumously. The award was for his heroic daring in endeavoring to save the lives of two persons from drowning during a hurricane that swept over Penzance Point, Woods Hole, MA on September 21, 1938.

Gold Lifesaving Medal



- **Bernard C. Webber**, Boatswain Mate 1st Class and three crewmembers (EN3 **Andrew Fitzgerald**, SN **Richard Livesey**, and SN **Irving Maske**) of the CG-36500 were awarded Gold Lifesaving Medals for their heroic rescue of the crew of the merchant tanker *Pendleton*. The tanker had broken in half during a storm on February 18, 1952 off the coast of Chatham, Massachusetts. With expert skill, they saved 33 of the 34 crewman.
- **Dennis R. Bauer**, SN was awarded the Gold Lifesaving Medal posthumously for his extreme and heroic deed on December 2, 1965. While serving on *USCGC Bramble* (WLB 392), Bauer attempted to rescue a Coast Guardsman in danger of drowning in the cold waters adjacent to the USCG Base Detroit, Michigan.

The following were all awarded the Gold Lifesaving Medal posthumously “for heroic daring during a sea rescue on January 18, 1953.”

- **Winfield J. Hammond**, Chief Aviation Electronicsman
- **Joseph R. Bridge**, Aviation Ordnanceman 1st class
- **Tracey W. Miller**, Aviation Machinists Mate 3rd class.

They were crewmen on board a Coast Guard PBM that crashed offshore of mainland China while conducting a rescue of the crew of a Navy reconnaissance aircraft that had been shot down. All were killed in the crash.

Silver Lifesaving Medal



The Silver Lifesaving Medal is awarded for those rescue actions slightly less outstanding than rescues qualified for the Gold Lifesaving Metal. Since 1874, more than 1,900 Silver Lifesaving Medals have been awarded.

SN **Ralph E. Mace** was awarded the Silver Lifesaving Medal posthumously for heroic action on January 12, 1961, while serving as a crew member aboard the CG-5230.

Mace engaged in the attempted rescue of two persons from the F/V *Mermaid*, disabled in Peacock Spit at the north entrance of the Columbia River.



Match each significant event on the left with the appropriate person or date on the right. Correct answers for the exercise are provided at the end of this E-level section.

Question

- _____ 1. One of first uniformed women to serve in the Coast Guard.
- _____ 2. Women are integrated into active duty and Coast Guard Reserve.
- _____ 3. Saved more than 600 lives, earned two gold medals, three silver, plus other awards.
- _____ 4. All officer career fields and enlisted ratings are opened to women.
- _____ 5. Medal of Honor recipient.
- _____ 6. Installation of First Master Chief Petty Officer of the Coast Guard.

Coast Guard Mission

- A. Joshua James
- B. Douglas Munro
- C. 1978
- D. 1969
- E. Lucille Baker
- F. 1973

Chapter 5

Commissioning Programs

5-5.01-K

KNOW the commissioning programs available for enlisted personnel, as presented in the E-PME Study Guide.

- Chief Warrant Officer (CWO)
- Officer Candidate School (OCS)
- Pre-Commissioning Program (PPEP)
- Coast Guard Academy (CGA)
- Direct Commission Officer Program
- Selective Reserve Direct Commission Program (SRDC)

Commissioning Programs

The Coast Guard provides promotional opportunities beyond the enlisted tier for its qualified members. This section discusses the commissioning programs available for enlisted personnel.

Chief Warrant Officer

Petty officers can advance to the grade of Chief Warrant Officer (CWO). Commanding officers may recommend Petty Officer first class and above for appointment to the grade of CWO2 if they meet all minimum eligibility requirements.

Enlisted members seeking appointment must possess the qualities of character and leadership required of Chief Warrant Officers. They must:

- Demonstrate character consistent with Coast Guard core values
- Have no history of substance and/or alcohol abuse
- Have no history of civil or military misconduct
- Be financially responsible
- Fully support Commandant policies in the all areas of civil rights, diversity, and all other human resource initiatives.

Applicant minimum eligibility requirements for appointment to warrant grade must be completed by January 1st of the year in which the Chief Warrant Officer Appointment Board convenes.

**Chief Warrant
Officer
(continued)**

The applicant must meet the following criteria:

- **U.S. citizenship.** Be a United States citizen.
- **Duty status.** Be a member of the Coast Guard or Coast Guard Reserve with at least eight years total active service in the U.S. Armed Forces...the last 4 years with the Coast Guard. The member must not be scheduled for separation nor have applied for retirement.
- **SWE results.** Have placed in the top 50 percent on eligibility list for advancement to E-7 based on SWE results administered in May prior to January 1st deadline.
- **Enlisted rate.** Be serving in pay grade E-6 or above and have completed at least one year of sea duty in pay grade E-6 or above if applying for the boatswain, weapons, or naval engineering specialties.
- **Medical.** Possess normal color perception if applying for the AVI, BOSN, ELC, INF, MED, or WEPS warrant specialties.
- **Recommendation.** Obtain the commanding officer's recommendation.

Complete details for the CWO application process can be found in COMDINST M1000.6 (series) located on the web at:

<http://www.uscg.mil/ccs/cit/cim/directives/welcome.htm>

This additional information is not testable.

**Officer Candidate
School**

The Officer Candidate School (OCS) is a major source of newly commissioned officers. Candidates are selected based on a competitive system. Upon satisfactorily completing 17 weeks of training, candidates are appointed as commissioned Coast Guard ensigns or lieutenants junior grade, or as commissioned Coast Guard Reserve ensigns.

Applicants are screened to determine suitability. They must also meet a qualifying score on the SAT, ACT, or ASVAB exams and sit before a board of commissioned officers for a selection interview. The Commander convenes boards at least semiannually to select Reserve and temporary commission applicants to OCS.

To meet the eligibility requirements, applicants must meet the following criteria:

- **U.S. citizenship.** Be a United States citizen with no questionable foreign connections.

***Officer Candidate
School
(continued)***

- **Age.** Be between 21 and 28 years of age before the published class convening date for each selection period. However, there are exceptions to the age requirements. These exceptions apply to applicants who:
 - ▶ ☐ Served on active duty in any Armed Forces branch, may exceed maximum age limit by number of months served (up to 60)
 - ▶ ☐ Are currently serving as a regular Coast Guard CWO and are under 40 years of age.
- **Medical.** Meet the requirements listed in the Medical Manual, COMDTINST M6000.1 (series), Chapter 3.
- **Duty status.** Applicants for temporary regular commissions must be on active duty in the Coast Guard. Applicants with six or more years of previous activity duty creditable service for retirement, other than in the Coast Guard or Coast Guard Reserve, are not eligible.

Additional (untestable) information on applying to OCS can be found in the Coast Guard Personnel Manual, Chapter 1.B.5, COMDTINST M1000.6 (series) at:

<http://www.uscg.mil/ccs/cit/cim/directives/welcome.htm>

***Pre-
Commissioning
Program***

The Pre-commissioning Program for Enlisted Personnel (PPEP) provides upward mobility for qualified enlisted members to become commissioned officers. PPEP allows selected enlisted personnel to attend college on a full-time basis for up to two years, with a goal of qualifying to attend OCS. Selectees are required to complete degree requirements in 24 calendar months.

PPEP students receive full pay and allowances (less special duty assignment pay) for their enlisted pay grades and are eligible for advancement. Only members who have demonstrated the ability to excel will be considered for selection.

Pre-Commissioning Program (continued)

PPEP applicants must meet the following criteria:

- **U.S. citizenship.** Be a United States citizen.
- **Age.** Be between 21 years and not yet 32 years of age prior to their OCS class convening date.
- **Duty status.** Be an enlisted member of the Coast Guard or Coast Guard Reserve on active duty. You must be eligible to complete at least four years additional continuous active duty service following OCS graduation.
- **Sufficient coursework.** Complete sufficient course work within 24 months for a baccalaureate degree. You must be enrolled/accepted for enrollment in an accredited 4-year college/university that is approved by Commandant (G-PRJ). You need to maintain a cumulative Grade Point Average (GPA) of 2.5 or better on a 4.0 scale.
- **OAR score.** Achieve a minimum score of 36 on the Office Aptitude Rating (OAR).
- **Recommendation.** Be recommended by the commanding officer...NO exceptions!
- **Medical.** Per Chapter 3 of the Medical Manual, COMDTINST M6000.1 prior to PPEP acceptance (physical to have been completed within the preceding two years). **The (untestable) Medical Manual is located on the web at:**
<http://www.uscg.mil/ccs/cit/cim/directives/welcome.htm>
- **Clean record.** Have no record of conviction by courts-martial, non-judicial punishment, or civil court for other than minor traffic violations.

Additional information on PPEP can be found in the COMDINST 1131.21 and in the Training and Education Manual, COMDINST M1500.10B. This information is not testable.

Coast Guard Academy

Cadets to the Coast Guard Academy are selected by competitive examination. Enlisted personnel in all the armed forces are able to compete for direct appointments to the Academy.

Qualified applicants for the examination must have good character and meet the following criteria:

- **U.S. citizenship.** Be a United States citizen.
- **Age.** Be between 18 and 22 years of age.
- **Marital status.** Must be unmarried and have no dependents.
- **Sufficient coursework.** Have graduated from high school with credits in the required subjects.

***Direct Commission
Officer Program***

Persons with special training and skills have an opportunity to become Coast Guard officers through a direct commissioning process. The programs in place are presented here. After one year of their initial contract, selectees have the opportunity to apply for full-time university graduate or postgraduate training. If accepted, the Coast Guard pays all tuition expenses and salary while studying.

***Direct Commission
Lawyer Program***

Graduation from a qualified law school is required.

Military Law Specialists are frequently involved in such diverse areas as military justice, trial advocacy, tort law, administrative law, maritime and international law, environmental law, labor law, procurement law, and law enforcement, among other areas.

Selectees are required to serve on active duty as Coast Guard officers and receive four-year contracts. They attend:

- A five-week Direct Commission Officer Course
 - Followed by a two-week Operations Orientation Program on board various cutters
 - A ten-week Basic Lawyer course.
-

***Direct Commission
Environmental
Management
Program***

A bachelor's degree or higher in environmental management, environmental science, environmental economics, or related fields from an accredited college or university is required.

Selectees enter as a Coast Guard officer and attend a short four-week orientation course. Marine Environmental Protection Specialists enforce U.S. and International environmental laws and regulations. They write rules and develop emergency response plans, oversee cleanups and investigations of oil and hazardous materials spills, and inspect ships and port facilities.

A minimum of three years of full-time active duty is required, after which extensions may be requested.

*Maritime Academy
Graduate Program*

A degree with license from a maritime academy is required. Selectees enter as a Coast Guard officer and attend a short four-week orientation course.

Marine Safety Specialists inspect commercial ships and port facilities, investigate marine casualties, check for dangerous or illegal cargo, conduct harbor safety patrols, and license and certify marine personnel.

A minimum of three years of full-time active duty is required, after which extensions may be requested. Or the person may elect to remain in the Coast Guard after the original 3-year contract and selection for Lieutenant (O-3).

*Direct Commission
Engineer (DCE)
Program*

A bachelor's degree or higher in specific engineering or related areas of study from an accredited college or university is required. Selectees enter as a Coast Guard officer and attend a short four-week orientation course. A minimum of three years of full-time active duty is required, after which extensions may be requested.

Depending on the specialty, DCEs could, among other duties:

- Oversee the design, construction, and maintenance of Coast Guard vessels, merchant vessels, or shore facilities
 - Design systems to prevent oil spills; maintain Coast Guard aids to navigation such as lighthouses
 - Design and maintain electronics, communication, or information systems.
-

*Direct Commission
Aviator Program*

Aviation services are provided by approximately 800 aviators and an enlisted workforce of approximately 2,500.

These aircrews fly various types of the Coast Guard's inventory of 200+ aircraft dispersed among 26 air stations.

***Selective Reserve
Direct Commission
Program***

The Selective Reserve (SELRES) Direct Commission Program provides a means for persons with no prior military services, or those with service in another U.S. military component, to join the Coast Guard Reserve as an officer and serve part time in the SELRES.

SELRES officers continue in their civilian employment while serving on military duty an average of two days a month and two weeks a year.

Applicants must meet all eligibility requirements, complete a detailed application package, pass a personal interview, and be selected by a Coast Guard Personnel Command selection panel.

The basic eligibility requirements for a SELRES Direct Commission appointment are:

- **Age.** The applicant must be between 21 and 36 years of age.
 - **Sufficient coursework.** The applicant must have a Baccalaureate or higher degree OR two years (60 semester hours) at an accredited degree-granting college or university if he or she has prior experience in the Coast Guard at the E-5 or above level.
 - **Duty status.** The applicant must have satisfactorily completed one year military service (active or reserve).
 - **Medical.** The applicant must:
 - ▶ ☐ Have normal color vision
 - ▶ ☐ Be in good physical health (no illegal drug use)
 - ▶ ☐ Meet Coast Guard weight standards.
-



Match eligibility requirement on the left with the corresponding program on the right. Correct answers for the exercise are provided at the end of this E-level section.

Question	Coast Guard Mission
_____ 1. Must meet a qualifying score on the SAT, ACT, or ASVAB exams.	A. Warrant Officer appointment
_____ 2. Continue in their civilian employment while serving on military duty.	B. Officer Candidate School
_____ 3. Must be serving in pay grade E-6 or above.	C. Pre-commissioning Program
_____ 4. Must have special training and skills in specific fields.	D. Coast Guard Academy
_____ 5. Can attend college on a full-time basis for up to 2 years and receive full pay and allowances.	E. Direct Commission Officer Program
_____ 6. Compete by competitive examinations for direct appointments.	F. Selective Reserve Direct Commission Program

Chapter 10

Supervisor's Responsibility

10-5.01-K

COMPREHEND the supervisor's responsibility in the evaluation of personnel. Use CG PeopleSoft Quick Reference Guides and E-PME Study Guide as References.

Supervisor's Responsibility in Evaluation Process

The supervisor's role in the evaluation process is crucial. How well the supervisor clearly communicates the member's past performance and methods for improvement are primary in ensuring that member's future success.

The supervisor will be an officer, civilian, or enlisted person. If enlisted, the supervisor must be at least one pay grade senior to the evaluatee. However, there are two exceptions to this rule:

1. The command may designate a first class petty officer (E-6) as the supervisor.
2. A supervisor who is a first class petty officer, designated as executive petty officer, does not have to be one pay grade senior to the evaluatee.

Prior to initiating an employee review(s), the supervisor must:

- Become thoroughly familiar with the instructions, competencies, and standards
- Clearly communicate goals and acceptable standards of performance to the evaluatee before and throughout the marking period
- Gather all written and oral reports on the evaluatee's performance
- Ascertain the status of the evaluatee's performance qualifications for next higher pay grade
- Establish a method for the evaluatee to provide input on his or her performance.

**Supervisor's
Responsibility in
Evaluation
Process
(continued)**

Suggested methods for providing input are offered here. Have the evaluatee submit a:

- List of significant achievements or aspects of performance midway during the marking period and not later than 14 days before the end of the marking period.
- Self-appraisal about two weeks before the marking period and review the self-appraisal with the evaluatee.

The supervisor initiates the employee review within the allotted time frame. Upon completion of the employee review, the supervisor must:

- Route the completed employee review, including supporting comments for any recommended supporting remarks, to the Marking Official no later than nine days prior to the period ending date
 - Counsel the evaluatee on the employee review after the Approving Official has completed his or her actions (not later than 30 days following the employee review period ending date)
 - Provide the evaluatee with a printed counseling receipt and obtain evaluatee's signature as an acknowledgement receipt
-



Complete the following exercise. Correct answers for the exercise are provided at the end of this E-level section.

1. The supervisor will be a(n) _____.
 - a. Civilian.
 - b. Enlisted person.
 - c. Officer.
 - d. All of the above.
2. The command may designate as the supervisor, a _____.
 - a. 1st class petty officer.
 - b. 2nd class petty officer.
 - c. 3rd class petty officer.
 - d. None of the above.
1. Route the completed employee review to the _____.
 - a. Employee
 - b. Approving Official
 - c. Marking Official
 - d. Appeal Authority
2. The supervisor must route the completed employee review to the next level of the rating chain no later than _____ days prior to the period ending date.
 - a. 4
 - b. 7
 - c. 9
 - d. 14

Documenting a Performance

10-5.02-K

COMPREHEND the importance of documenting an individual's performance, as presented in the E-PME Study Guide.

Documenting an Individual's Performance

Although the employee review is used to document an individual's past performance, more importantly, the review provides a road map for future improvement.

In the evaluation process, supporting documentation is required for the three situations described below. Written comments should provide specific examples of performance and behavior.

Recommended Marks of 1, 2, or 7 or Unsatisfactory Conduct

Employee reviews that result in low competency marks or the assignment of an unsatisfactory conduct mark must be supported by an adverse remarks entry.

Unsatisfactory conduct marks must be assigned for any member who is:

- Awarded Non-judicial punishment (NJP)
- Convicted at Court-martial (CM)
- Convicted in civil court
- Financially irresponsible
- Not supporting dependents
- Involved in an alcohol incident
- Fails to comply with civilian and military rules, regulations, and standards.

Do not confuse an adverse remarks entry with the many other reasons to provide supporting remarks when completing an employee review.



The entry for low competency marks or an unsatisfactory mark must:

- State that a Non-judicial Punishment (NJP), court martial, civil court conviction or low competency mark occurred
 – OR –
- Give specific examples of financial irresponsibility, non-support of dependents, alcohol incidents, and non-conformance to civilian and military rules, regulations, and standards that discredited the Coast Guard.

**Recommended
Marks of 1, 2, or 7
or Unsatisfactory
Conduct
(continued)**

Adverse entries dealing with minor infractions should focus on patterns of unacceptable behavior and NOT on one-time minor infractions.

For example, in citing *nonconformance with civilian and military rules, regulations, and standards*, a one-time, minor infraction (i.e., late to work) is insufficient to be classified as an adverse remarks entry. This would necessitate conducting a special employee review and terminating Good Conduct Award eligibility.

To clearly distinguish an adverse remarks entry from all others, start the entry in the conduct competency field with:

This is an adverse supporting remarks entry for...

**Reviews on
Enlisted Personnel
E-6 and Above**

All employee reviews submitted on enlisted personnel, E-6 and above, are required to include supporting remarks, documenting the individual's leadership potential, along with the commanding officer's advancement recommendation.

The supporting remarks must clearly identify the member's current and future potential for positions of greater responsibility. The accuracy of these entries is essential to distinguish individuals requesting to compete for command cadre or special assignment positions.

**Loss of
Recommendation
for Advancement**

Supporting remarks are required if the rating official thinks an individual is not capable of satisfactorily performing the duties and responsibilities of the next higher pay grade and is not making progress toward that end.

Specific comments should present a concise account of the evaluatee's performance and qualities to allow the reviewer to determine why the evaluatee failed to meet the standards for advancement recommendation.

Note that the Approving Official's decision on advancement recommendation is final and cannot be appealed.



Answer each question True or False. Correct answers for the exercise are provided at the end of this E-level section.

- ☐ True 1. Supporting documentation is required for recommended marks of 1, 3, or 7.
☐ False
- ☐ True 2. An important aspect of the review is that it provides a road map for future
☐ False improvement.
- ☐ True 3. Recommendation for advancement is completed for Master, Senior, and Chief
☐ False Petty Officers.
- ☐ True 4. Adverse entries should also focus on one-time, minor infractions.
☐ False
- ☐ True 5. A member who is financially irresponsible must be marked as unsatisfactory
☐ False conduct

Evaluating a Subordinate

10-5.01-P

SUBMIT an evaluation of a subordinate to your supervisor, as presented in the E-PME Study Guide.

Evaluating a Subordinate

Deadlines for employee reviews are in place to ensure that all reviews are submitted in sufficient time for processing and completing the final multiple for Service Wide Exams (SWE).

The two types of reviews for enlisted personnel are outlined below.

Regular Employee Reviews

For pay grades E-6 and below, regular employee reviews for active duty personnel are conducted semi-annually. E-7s and above receive annual employee reviews. A regular employee review submission schedule is presented in the following chart.

Regular Employee Review Submission Schedule		
Pay Grade	Due the last day of....	
	All	AD Only
E-1	February	August
E-2	February	August
E-3	January	July
E-4	March	September
E-5	April	October
E-6	May	November
E-7	September	
E-8	November	
E-9	June	

Semi-annual and annual reviews have a mid-point in a review period. It is important to know the significance of the mid-point indicated below.

Semi-Annual Reviews Mid-point 92 Days	Annual Reviews Mid-point 184 Days	Reserves Reviews Mid-point 19 Drill Periods
--	--	--

**Regular Employee
Reviews
(continued)**

A regular employee review should NOT be submitted if:

- A special employee review has been completed within 92 days for E-6 and below employee reviews, 184 days for E-7 and above employee reviews, or 19 drill periods for reservists before the end of a regular period ending date.
- An evaluatee has been assigned to a new duty station for fewer than 92 days for E-6 and below employee reviews, 184 days for E-7 and above employee reviews, or 19 drill periods for reservists on a regular period ending date.

A sample situation where a regular employee review should not be submitted is given below.

DC1 Sparks executes PCS orders from CGC Sherman to ISC Alameda on March 15th. She receives an employee review prior to her transfer. Because this special review was conducted 60 days prior to the regular period ending date, a regular review will not be conducted.

Some situations do NOT require any employee reviews. NO employee review should be completed if the evaluatee is:

- Being discharged, reenlisted, released from active duty, or retired
- Undergoing Class “A,” “C,” advanced, or recruit training, except in disciplinary situations
- In an unauthorized absence or desertion status on the regular period ending date
- Granted leave awaiting appellate review of a court-martial
- In Home Awaiting Order Status awaiting Final Action of a Formal Physical Evaluation Review Board
- Being awarded NJP or civil conviction if the NJP award or conviction was due to an alcohol incident for which the member was previously assigned a special employee review (This exemption applies to alcohol incidents only.)
- Being advanced to any pay grade up to, and including, advancement to pay grade E-6.

**Special Employee
Reviews**

While the EERS focuses on regular employee reviews, occasionally a special employee review is in order. For any reason other than a regular employee review, conduct a special employee review. Events that require a special employee review are presented here.

*Events Depending
on Time Review
Completed*

A special employee review is required if the rating chain completed a regular or special employee review for a period ending more than 92 days for E-6 and below employee reviews, 184 days for E-7 and above employee reviews, or 19 drill periods for reservists for any of the following events:

- Advancement or change in rating to pay grade E-7 or above
- Detachment for permanent change of station
- Detachment for intra-command reassignments if the Approving Official will change
- Detachment of an Approving Official who directly supervises an evaluatee
- Evaluatee completes TAD, Active Duty for Special Work-Reserve Component (ADSW-RC), or Active Duty for Special Work-Active Component (ADSW-AC) for any length of time.

(The TAD, ADSW-RC, or ADSW-AC commanding officer should provide written supporting documentation for input in the member's next regular employee review.)

*Events Regardless of
Time of Last Review*

A special employee review is required, regardless of the time since the last employee review, on the date a member is:

- Awarded non-judicial punishment (NJP)
– OR –
- Convicted by a court-martial (CM).

When a member awarded NJP or convicted by CM is stationed at a major Headquarters unit whose designated commanding officer of enlisted personnel is not the member's regular Approving Official, that officer is to send to the member's designated Approving Official:

- A memorandum explaining the circumstances
- A copy of the Court Memorandum, CG-3304, completed as a result of the NJP or CM.

*Special Disciplinary
Employee Review*

The designated Approving Official uses the information provided to complete a special disciplinary employee review when a member is:

- Awarded NJP or convicted by CM while serving on TAD and is to return to the parent command on completing the TAD
- Awarded NJP or convicted by CM while serving PCS or as a Class "A" school student.
- Undergoing recruit training and is awarded NJP or convicted by CM.

*Additional
Resource*

Additional information on this subject can be found in Chapter 10.B of the Personnel Manual (COMDTINST 1000.6A) **The information in this manual is not testable.**

**Performing the
Employee
Evaluation**

For this performance requirement, you need to evaluate a subordinate. A significant factor in preparing for employee reviews is to routinely observe the employees' performance. In order to comment on strong and weak areas, trends, and any degree of improvement, you need to routinely watch performance.

It is imperative that you focus on the behavior, NOT on the person.

Instructions and access to the employee review may be obtained on the (untestable) Personnel Service Center PeopleSoft website:

<http://www.uscg.mil/hq/psc/cghrms/index.htm>

The following worksheets are located in the Additional Resources section of this guide.

- Nonrate worksheet
- Petty Officer worksheet.

When you are ready to evaluate a subordinate, contact your supervisor for additional guidance.

Before beginning your evaluation, you may want to review the following sources:

- 10-3.01-P requirement (non-rated performance evaluation), found in the E-3, AN~FN~SN section of this E-PME Study Guide.
 - 10-4.01-P requirement (Petty Officer performance evaluation), found in the E-4, PO section of this E-PME Study Guide.
-



Select the required action for each situation. Correct answers for the exercise are provided at the end of this E-level section.

Situation	Required Action
1. Seaman Bolon was given a regular employee review six weeks ago and has just been awarded non-judicial punishment.	A. Regular employee review B. Special employee review C. No employee review required
2. Fireman Alleby is in an unauthorized absence status and it's the last day of January.	
3. Petty Officer E-6 Grippe has been at her new duty station for four months and it's the last day of May.	
4. Reservist Petty Officer Graul has just been promoted to Chief Petty Officer. CPO Graul has completed 20 drill periods since the rating chain completed his special employee review.	
5. SA Donahue has been in the Coast Guard for 18 months and it's the last day of February.	
6. A special employee review was completed for Master Chief Petty Officer Potan 5 months ago and it's the last day of September.	

Counseling a Subordinate

10-5.02-P

Under direct supervision, COUNSEL a subordinate on their performance evaluation, as presented in the E-PME Study Guide.

Counseling a Subordinate on Their Performance Evaluation

After the Approving Official reviews the employee performance evaluation, he or she forwards the completed employee review to the supervisor to counsel and review the performance evaluation with the evaluatee.

This is a significant phase of the evaluation process since effective counseling can improve subordinate performance.

Counseling must take place not later than 21 days following the employee review period ending date. The Member Counseling Report is the tool used for this effort.

The Member Counseling Report is obtained from the electronic EERS on the Intranet:

- Create a member counseling report by clicking the link (upper right-hand corner). This opens a new window for the report.
- Select the language for the report from the drop-down list.
- Enter the employee ID number for the member being evaluated. Press the Run button. (*Several member counseling reports can be sent at one time by pressing the plus button to add a new row and entering another employee ID.*)
- Refer to the PeopleSoft 8.0 Tutorial for the terminology and navigation. **Information on the unstable tutorial and other general navigation information is located at:**

<http://www.uscg.mil/hq/psc/cghrms>

Counseling a Subordinate on Their Performance Evaluation (continued)

Untestable Instructions are also given in the Employee Review Quick Reference Guide:

<http://www.uscg.mil/hq/psc/da/EmployeeReviewQuickRef.pdf>

The evaluatee must be provided with a printed counseling receipt (a separate form) and acknowledge receiving the form with his or her signature.

Important aspects of effective counseling are developing goals and objectives for improvement. When counseling a member:

- Ensure he or she clearly understands the minimum performance requirements and how to meet them
- Discuss the strengths and accomplishments as well as the recommended improvement areas
- Be specific about the actual behavior that caused the accomplishment or deficiencies and describe the effects of the behavior on others
- Identify opportunities to exceed performance requirements
- Suggest creating an Individual Development Plan (IDP) with the evaluatee.

Individual Development Plan

An Individual Development Plan (IDP) is a tool to help members reach career goals within the Coast Guard. It is a developmental “action” plan to move members from where they are to where they want to go.

Additional untestable information can be located on:

<http://www.uscg.mil/hq/g-w/g-wt/g-wtl/idp/index.htm>

Steps are provided to build on strengths and overcome weaknesses as members improve job performance and pursue career goals. For a successful IDP, write down all goals.

Performing Employee Counseling

For this performance requirement, you need to counsel a subordinate on his or her performance evaluation. When you are ready, contact your supervisor for additional guidance.

Before beginning your counseling effort, you may want to review the following (untestable) source:

<http://www.uscg.mil/hq/psc/cghrms/index.htm>



Answer the following questions. Correct answers for the exercise are provided at the end of this E-level section.

1. The most significant benefit of counseling is that it provides the evaluatee with _____.
 - a. The evaluation marks
 - b. An insight into how the supervisor views his or her performance
 - c. An insight into how well he or she conducts himself/herself
 - d. A road map for success
2. Counseling must take place not later than _____ following the employee review period ending date.
 - a. 15 days
 - b. 21 days
 - c. 45 days
 - d. 60 days
3. The _____ counsels and reviews the evaluation with the evaluatee.
 - a. Supervisor
 - b. Marking Official
 - c. Approving Official
 - d. Commandant
4. The evaluatee is counseled after _____.
 - a. The Supervisor performs the initial employee review.
 - b. The Marking Official has reviewed the employee evaluation.
 - c. The Approving Official has reviewed the employee evaluation.
 - d. The Commandant has reviewed the employee evaluation.

Chapter 11

Stress Management Interventions

11-5.01-K

KNOW the various stress management interventions, as presented in the E-PME Study Guide.

Stress Management Interventions

More and more people are experiencing increased personal and job-related stress. Stress is defined as the collection of physical and emotional responses to any situation that disrupts a person's equilibrium. The numerous everyday hassles – work and home pressures, traffic, waiting in lines, and self-imposed worry about what we must do – never seem to go away.

Fortunately, stress can be managed. While we cannot completely eliminate stress from our lives, we can learn and apply effective stress management behaviors.

Some stress management strategy techniques are discussed below.

Take Care of Oneself

Taking care of oneself is an effective stress management behavior. Some techniques to be employed are:

- Recognize and heed stress signals
- Listen to one's body
- Get 7-8 hours of sleep or the amount needed to awake refreshed
- Exercise with an elevated heart rate for 30 minutes at least three times a week
- Refrain from smoking or inhaling the smoke of others
- Drink only moderate amounts of alcohol
- Maintain healthy weight
- Develop and maintain a support system (positive family, friends, even pets)
- Eat breakfast
- Avoid high-fat and high-sugar foods.

Train Oneself to Relax

When over-stressed, developing a regular relaxation routine can minimize the effects. Some techniques for relaxing are to:

- Practice deep breathing exercises
 - Practice progressive muscle relaxation exercise (tense and relax muscle groups one by one, until total body relaxation is achieved)
 - Pray, chant, sing
 - Meditate or focus on peaceful imagery or thoughts
 - Practice yoga
 - Cultivate your artistic or creative talents
 - Listen to relaxing music
 - Take classes or instruction in relaxation techniques such as, Zen, self-hypnosis, and biofeedback.
-

Minimize Stress

There's no need to combat stress if stressors are minimized in the first place. Some approaches for minimizing stress are to:

- Change commuting patterns
 - Listen to music or relaxation tapes in the car
 - Avoid exposures to environmental stressors (traffic noise, cigarette smoke, toxic chemical smells, etc.)
 - Check chairs, desk, and workstation for correct fit
 - Regulate extremes of temperature, lighting, and noise
 - Learn to deal with aggressive personalities in a non-stressful way
 - Reduce unnecessary interruptions
 - Anticipate and prepare for change
 - Take regular breaks (leave the stress-producing situation)
 - Laugh more
 - Take vacations.
-

***Change Ways To
Think and
Communicate***

Effective communication skills can reduce the onset of conflict. Use the following techniques to change the way you think and communicate:

- Replace negative thoughts and feelings of oneself with positive ones
 - Focus on positive goals and achievements
 - Examine personal performance expectations to be sure they are realistic
 - Praise rather than criticize oneself
 - Clearly communicate wants, needs, and dislikes
 - Practice listening to others without analyzing what they're saying
 - Act assertively: learn to say "No"
 - Control, but don't suppress, anger and conflict
 - Find ways to redirect the energy that goes into conflicts
 - Spend time with friends or loved ones.
-



Answer the following questions by selecting True or False. Correct answers for the exercise are provided at the end of this E-level section.

An effective stress management technique is to:

- ☐ True 1. Exercise with an elevated heart rate for no more than 10 minutes.
☐ False
- ☐ True 2. Practice deep breathing exercises.
☐ False
- ☐ True 3. Avoid eating breakfast to avoid revving up your nerve fiber.
☐ False
- ☐ True 4. Practice yoga.
☐ False
- ☐ True 5. Don't think about change until it happens so you don't worry ahead of time.
☐ False
- ☐ True 6. For stressful commutes, change commuting patterns.
☐ False

Available Suicide Interventions

11-5.02-K

KNOW the various suicide interventions available to assist at risk personnel, as presented in the E-PME Study Guide.

Suicide Interventions

Suicide is a needless and preventable cause of death.

As an informed person, you are the key factor in suicide prevention. Your knowledge of the principles of suicide prevention and your willingness to apply that knowledge might save a life.

By sharing that knowledge with others, you might also break down some of the misconceptions and myths that have kept many suicides from being prevented.

By admitting that a problem exists, getting help, and understanding how to support the work of a professional, you play a life-saving role:

- Accept the possibility that a person may be suicidal.
- Don't assume that a person isn't the "type" or that he or she wouldn't really do it.
- If a person's feelings are deep enough to force him or her to talk about suicide, take the person seriously.

Look for signs of suicide in your personnel. There are several ways to intervene.

Talk to the Person

Talk freely with the at-risk person about his or her feelings. When confronted with a suicide threat or a similar statement, avoid responding with something like, "Think how much better off you are than most people; you should be thankful for how lucky you are..."

This not only ends the conversation, it makes the person who has already been feeling guilty about having suicidal thoughts feel even more guilty. Such comments are not helpful and may even be harmful. Avoid making statements that may compound the problem. Instead, try to keep the conversation going at a deeper level.

***Talk to the Person
(continued)***

Some questions to ask for opening lines of communication are:

- How long have you been feeling this way?
 - Do you know why you feel this way?
 - Have you thought about how you would end your life?
 - Have you made a plan?
 - Have you acquired the means?
-

***Open Lines of
Communication***

The at-risk person, by talking about his or her feelings, has opened lines of communication that may not easily be opened again. Take advantage of the situation by talking clearly and calmly about the situation and asking appropriate questions to get the person to talk freely.

Your willingness to talk openly can be a big relief to the at-risk person. He or she probably feared that you would be judgmental or would try to cut off communication and leave. Your acceptance may give the person hope at a time when hope is exactly what he or she needs.

Your questions can yield valuable information that will help a professional evaluate the seriousness of the suicide risk. In general, the more specific the thoughts and plans of suicide revealed by your questions, the graver the risk.

Persons may tell you of plans to take an overdose of medication and of research to determine how much medication they will need. They may tell you that they have been stockpiling their prescriptions until they have enough. Such information leaves little doubt of the seriousness and immediacy of the risk.

***Avoid Making
Judgments***

It is important to avoid making any judgment calls on your own. It could be that if the person has vague notions of suicide but no concrete plans, the risk probably is not imminent. This distinction, however, is only a general principle, NOT a rigid rule.

Many variations and exceptions exist, so don't assume that the risk is not great because the plan is not specific. That evaluation must be left to a professional.

Get Help

Get professional help for the person. No matter what you also do, what your discussion leads to, or how much people deny the intentions to commit suicide, make sure they get professional help.

Get help for at-risk persons even if they try to assure you they won't actually take their own lives. When you see signs of suicide, you can seek the help of a professional through several sources. Even if the person refuses help, call a suicide prevention center or EAP hotline 1-800-222-0364.

In the meantime, if the danger of suicide seems immediate, don't leave the person alone. The information you have gathered by talking with the at-risk person will help the suicide prevention worker counsel you. The counselor can use this information to tell you how to deal with the situation and to suggest a specific course of action.

The help of a professional can be obtained from the following sources:

- Coast Guard Employee Assistance Coordinator
- EAP hotline: 1-800-222-0364
- Crisis Intervention Center
- Mental health clinic
- Physician
- Qualified mental health professional
- Hospital emergency room
- Outpatient clinics
- A clergy person/chaplain.





Answer the following questions by selecting True or False. Correct answers for the exercise are provided at the end of this E-level section.

- ☐ True 1. Your role in preventing suicide is to determine whether the person will
☐ False actually commit suicide.
- ☐ True 2. If a person laughingly mentions a way of escaping his problems is to leave
☐ False this world, you have no need to worry since he's just joking.
- ☐ True 3. Suicide can be prevented.
☐ False
- ☐ True 4. Asking open-ended questions is one way of getting a person to talk more
☐ False freely.
- ☐ True 5. Your willingness to talk openly about suicide can cause the person to "clam
☐ False up."
- ☐ True 6. If, in communicating with the person, you discover there is no specific plan,
☐ False you can safely assume it's all talk.

Chapter 12

Coast Guard Institute Services

12-5.01-K

KNOW the services provided by the Coast Guard Institute, as presented in the E-PME Study Guide.

Coast Guard Institute Services

Education and training provide you with the knowledge and skills needed to perform your assigned jobs. The Coast Guard Institute falls under the Human Resources Directorate umbrella and is responsible for administering and promoting voluntary education programs.

The National Home Study Council (NHSC) has approved accreditation of the Institute. The American Council on Education (ACE) has recommended education credit for many of Coast Guard correspondence courses.

College Tuition Assistance

The Tuition Assistance (TA) program is designed to assist eligible personnel in their professional development. The program provides funding for off-duty voluntary education courses to broaden academic or Coast Guard technical background. TA is not authorized for use to meet unit specific operational requirements.

Eligibility and benefits are standardized for Coast Guard active duty, civilian employees, select drilling reserve (SELRES), and Public Health Service officers working with the Coast Guard. To apply for tuition assistance, contact your Educational Services Officer (ESO).

- **Eligible personnel.** Enlisted members do not incur a service duty obligation. However, they must complete the course of instruction prior to release from active duty (RELAD), discharge, retirement, or termination of selective reserve status. Selected reserve (SELRES) members must maintain at least “minimum drill attendance,” maintaining “satisfactory participation.”

**College Tuition Assistance
(continued)**

- **Tuition payment.** For authorized traditional college courses with a duration of:
 - ▶ ☐ Less than 18 weeks in length, tuition is paid for “up front.”
 - ▶ ☐ 18 weeks or more (distance learning, etc.), tuition is reimbursed upon completion of the course.
 - **Course information.** May be resident or remote. All courses must be:
 - ▶ ☐ Taken from a nationally or regionally accredited institution (Students need to ensure that the college or university is properly accredited). **Information on accreditation can be found on this (untestable) website:**
www.ed.gov/offices/OPE/accreditation/natlagencies
 - ▶ ☐ Result in college credit or accredited clock or contact hours.
 - ▶ ☐ Completed with a grade of “D” or higher for undergraduate courses.
-

**Coast Guard
Foundation Grants**

The Coast Guard Foundation Enlisted Education Grant program is for active duty personnel in pay grades E-3 to E-9 with two or more years of Coast Guard service.

The program provides grants up to \$350 per member per year to help pay for:

- Tuition costs not covered by the Tuition Assistance program
- Assessment fees
- Application fees
- Other administrative fees
- Book costs.

The grant amount may change from year to year. This reimbursable grant may be used in conjunction with the TA program. Not everyone submitting a request will be approved.

Be sure you comply with all line items in ALCOAST 009/03 to be considered for approval by the review panel.

Additional information about the grant process can be found at the following website. **In addition, a link to the grant application form can be obtained from the (untestable) web site:**

<http://www.uscg.mil/hq/cgi/tuition/foundation.html>

Degree Planning

The Institute's new automated degree planning program has greatly expanded the number of colleges and degree programs available. Currently, 550 degree plans at both the associate and bachelor levels are available from 23 colleges/universities. This database will continue to grow as additional colleges and degree plans are added through the SOCCOAST network.

<h1>U.S. Coast Guard Institute</h1> <h2>Degree requirements for the ET rating</h2> <p>Unofficial education assessment for the ET rating</p> <p>Unofficial education assessment for the FT rating</p>	
School	Degree
Coastline Community College	Associate in Arts in Electronic Data Systems
Coastline Community College	Associate in Arts in Electronics Technology
Excelsior College	Bachelor of Science in Technology - Electronic/Instrumentation Tech.
Florida Community College at Jacksonville	Associate in Science in Electronic Engineering Technology
Excelsior College	Bachelor of Science in Technology - Electronic/Instrumentation Tech.
Thomas Edison State College	Associate in Applied Science Degree in Applied Electronic Studies
Thomas Edison State College	AS in Applied Science & Technology (Electronics Engineering Technology)
Thomas Edison State College	AS in Applied Science & Technology (Electrical Technology)
Thomas Edison State College	Thomas Edison State College
University of Phoenix	Associate in Arts (Electronics Technology)

Transcripts and Military Credit Evaluations

You are eligible to receive college credit for some of your military Learning Experiences. For example:

- You have already earned three to four semester hours of college-level credit just by completing basic training.
- You may be able to receive credits for any rating "A" or "C" schools you attended.

***Transcripts and
Military Credit
Evaluations
(continued)***

You just may have a gold mine of untapped nontraditional college credit. The easiest way to have a college or university accept these credits is through a Coast Guard American Council on Education Registered Transcripts (CARTS) from the Institute. Transcripts are available to all active duty, drilling reserves, civilian employees, and separated or retired personnel.

Before you can request a CART, you need to submit a completed Military Education Assessment Worksheet (CGI 1560/04e). **You may obtain this form from the following (untestable) website link:**

<http://www.uscg.mil/hq/cgi/forms.html>

Information contained in this form is not testable.

***Non-resident
Training Courses
and Tests***

The Coast Guard Institute is the source for all rating course material, such as the BM2, DC1, OS2, etc. You are eligible for enrollment in any course offered by the Institute.

When preparing for advancement to the next higher pay grade, you generally must complete an Institute correspondence course before competing for advancement. One step is to complete the rating course and pass the End of Course Test (EOCT) for the next pay grade.

Your Educational Services Officer (ESO) assists you with enrollment, keeps track of your progress, and administers the exams. Satisfactory course completion is noted in your service record.

The Institute's Correspondence Course Manual contains a list of all available courses. Also included are the rules and procedures for enrollment. **Use the following (untestable) link to access the Coast Guard Institute home page:**

<http://www.uscg.mil/hq/cgi>

Under the ESO tab on the Institute's homepage, select ESO Manual, then select Volume II, List of Correspondence Courses. **The information in the ESO Manual is not testable.**

***College
Audio/Video
Courses***

You can get a head start on your college education by satisfactorily passing College Level Examination Program (CLEP) exams. Another way to get college credit for what you've learned outside of the classroom is with the Defense Activity for Non-Traditional Education Support (DANTES) program.

By working through videotapes and the accompanying books, you can prepare yourself to take the following:

- DANTES Standardized Subject Test (DSST)
- CLEP exam
- Excelsior exam.

There are numerous videos available for checkout from the Coast Guard audio/video library. Check out volume 4 of the ESO Procedures Guide (CGI Pub 1550.1) for a complete listing of available audio/videotapes.

The information in the ESO Procedures Guide is not testable.

Use the following link to access the Coast Guard Institute home page:

<http://www.uscg.mil/hq/cgi>

Under the ESO tab on the Institute's homepage, select ESO Manual, then select Volume IV.

***DANTES
Program***

The DANTES program offers many options:

- High school equivalency credential, i.e., GED
- College admission exams, i.e., ACT and SAT
- Military evaluation programs
- College credit for successfully passing exams
- Independent study.

CLEP Exams

Approximately two-thirds of colleges and universities in the United States give credit for successful completion of CLEP exams.

Since each institution has its own policy regarding acceptable test score, contact your ESO for more details.

Excelsior Exams

You can earn college credit by demonstrating your college-level knowledge in a variety of subject areas.

Excelsior College® Examinations offer 40 undergraduate-level examinations and provide a convenient and affordable alternative to earning credit in a traditional college classroom. The exams are computer-delivered at Prometric Testing Centers® (formerly Sylvan Technology Centers®).



Answer the following questions by selecting True or False. Correct answers for the exercise are provided at the end of this E-level section.

- ☐ True 1. Under the Tuition Assistance program, enlisted members incur a service duty obligation.
☐ False
- ☐ True 2. To be eligible for Tuition Assistance, courses must result in accredited college credit or contact hours.
☐ False
- ☐ True 3. Coast Guard Foundation grants are only for active duty service personnel in pay grades E2-E9 with three or more years of Coast Guard service.
☐ False
- ☐ True 4. Enlisted members may be able to receive college credit for some of their military learning experience.
☐ False
- ☐ True 5. The Coast Guard Institute is the source for ALL rating course material.
☐ False
- ☐ True 6. The DANTES program offers a means of getting college credit for learning outside of the classroom.
☐ False

Coast Guard Property Policies

12-5.02-K

KNOW the policies covering the utilization, disposal, and surveying of Coast Guard property, as presented in the E-PME Study Guide.

Coast Guard Property Policies

Personal property management in the Coast Guard is not taken lightly. It is crucial to have a sound system in place to manage our assets. This enables us to have the materials and equipment needed to perform our mission and save the taxpayers' money.

All Coast Guard property is acquired to successfully carry out the Coast Guard's mission. As such, Coast Guard property is intended for ***official use only***. No employee or member may use or authorize the use of Coast Guard property for other than official use.

Excess Property

Excess property is any item determined by the custodian to be of no current use by the custodial area. Custodians should periodically review items under their control. To determine an item's usefulness, the custodian could ask questions such as:

- Is it dusty? (Dust could indicate that the item was not used in some time.)
- Was the item acquired for a specific project that has been completed and the item is no longer needed?
- When was the last time the item was used...has the item been utilized in the past 90 days?

If "YES" is the answer to any of the above questions, most likely the item is excess to the unit's needs. The item should be reported as excess to the property officer.

Surveys

A survey is an administrative action to perform an investigation to look at circumstances pertaining to the loss, destruction, or damage of Coast Guard property. The investigation prescribes the action to be taken to remove the item from the property records.

Reports of Surveys are required when an item on the Property Report becomes lost, damaged, or destroyed. This also includes those losses that occur during an operational mission and are not recoverable (i.e., an item dropped over the side of the boat while boarding).

For property with a value less than \$500.00, a Report of Survey is not required. However, the unit commanding officer has discretion and may order one if he/she deems it necessary.

NOTE: Damaged property does not include property in a condition caused by “normal wear and tear” or property that has reached its “end-of-service life.”

A Report of Survey is prepared on Form CG-5269. This form is shown on the following page and is available in USCG Forms Library or from the Property Office.

Page holder for .pdf Form CG 5269 (1 page only)



Answer the following questions by selecting True or False. Correct answers for the exercise are provided at the end of this E-level section.

- ☐ True 1. No Coast Guard member or employee may authorize use of Coast Guard property for other than official use.
☐ False
- ☐ True 2. Excess property should be reported to the property officer.
☐ False
- ☐ True 3. A survey is an administrative action to determine how Coast Guard property was lost, damaged, or destroyed.
☐ False
- ☐ True 4. Reports of Survey are not required for property valued at less than \$1,000.
☐ False
- ☐ True 5. Reports of Survey are prepared on CG Form CG-5323.
☐ False
- ☐ True 6. A unit commanding officer may order a survey even if one is not required.
☐ False

Training Summary & Competencies

12-5.01-P

VERIFY the content of the training summary and competencies sections within Direct Access, as presented in the E-PME Study Guide.

Training Summaries and Competencies

Coast Guard personnel receive various types of training throughout their careers. All training is recorded in their personal training record, which is part of their permanent record.

You must ensure that your training record is complete and accurate, for two very important reasons:

1. Selection panels such as command screening panels, chief warrant officer promotion boards, company commander selection panels, and others review your record for qualifications, completeness, and accuracy.
2. Block 14 of your DD-214 Certificate of Release From Active Duty lists all of your military education.

Military education listed will include formal service schools and in-service training courses captured in PMIS/JUMPS and successfully completed during the period of service covered by Form DD-214. Some examples are:

- “A” school
- “C” school
- Leadership schools.

It is your responsibility to ensure that all of your training is properly recorded. All training records can now be accessed in Direct Access.

**Training
Summaries and
Competencies
(continued)**

To meet this performance requirement, you need Intranet access. View and verify your training summary and competencies sections using Direct Access.

- Access Direct Access on the CG Intranet and sign in using your Employee ID as the User ID and your SSN for the password (You need to change your password after your first log in.)
- Select “Self-Service”, then select “Employee”
- Select “View”
- Select “Member Information” (The employee ID field is already populated with your Employee ID.)
- Select “Search” or “Enter”
- Select “Training Summary” to review your training record
- Select “Competencies” to review your competencies.

Should you discover any discrepancies in your Direct Access training records, contact your Servicing Personnel Office (SPO) to resolve the issues. Notify your supervisor that you have completed this requirement.



Direct Access Sign In Screen

Member Information PMS - Microsoft Internet Explorer provided by U.S. Coast Guard

Home > Self Service > Employee > View > Member Information

Find an Existing Value

EmpID: 1094000

Emp Acct No:

Name:

Last Name:

Dept: AUSCG

Department:

National ID:

☐ Case Sensitive

Search Clear Basic Search

Enter your EMPLID here (it should already appear in this box) and click on search

Direct Access Search Screen

https://hr.direct-access.us/wws/soft/clientservice/USCGP/HR/Total+starlink - Microsoft Internet Explorer provided by U.S. Coast Guard

Home > Self Service > Employee > View

Employee

Manager

Tasks

View

Print

Personal Information

Member Information

View My Worklog

My CG-PMO Orders

My Employee Reviews

Employee Review Summary

Off Compensation Scale Summary

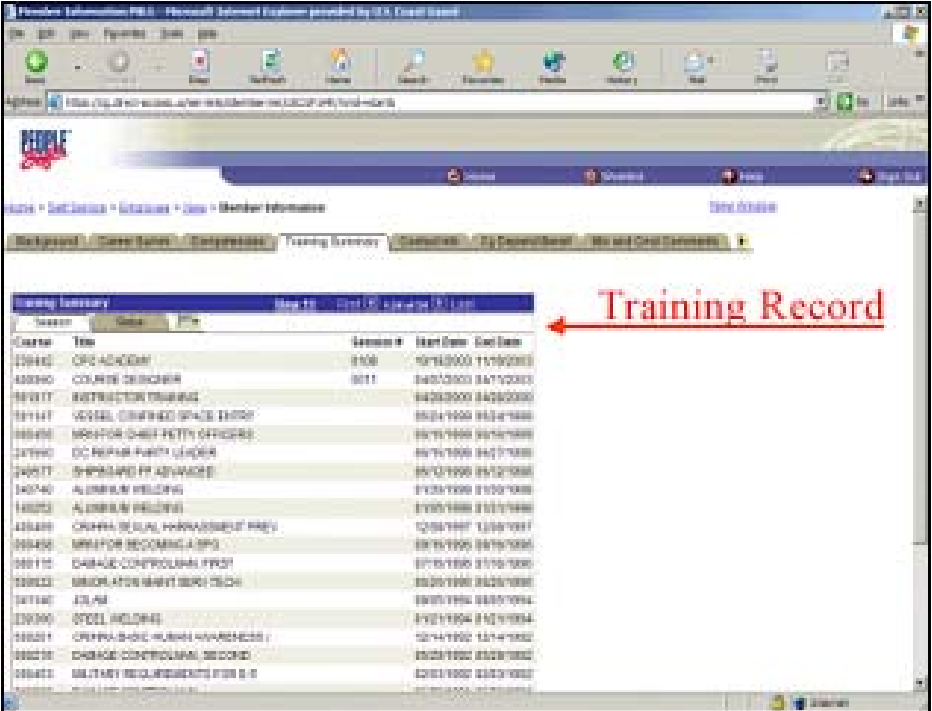
Send Profile Letter

Click Employee

Click View

Click Member information

Direct Access Self Service Screen



Training Summary

Course	Title	Access #	Start Date	End Date
20642	OPS ACADEMY	8108	10/16/2000	11/16/2000
40090	COURTS DISCOURSE	8111	04/01/2000	04/15/2000
88011	EXTRACTOR TRAINING		04/01/2000	04/01/2000
191147	WHEEL, CRATED SPACE (HORN)		05/01/1999	05/04/1999
00049	MONITOR (HART) PETTY OFFICERS		05/15/1999	05/16/1999
241990	DC REPAIR PARTS (UNDER)		05/15/1999	04/27/1999
240577	SHEPHERD PT ADVANCE		05/12/1999	05/12/1999
140740	ALUMINUM WELDING		01/03/1999	01/03/1999
140073	ALUMINUM WELDING		01/03/1999	01/03/1999
430489	CRIPA-BASIC HARASSMENT PREVENTION		12/04/1997	12/04/1997
000450	MONITOR BECOMING A PPO		08/15/1999	08/15/1999
000110	DAMAGE CONTROL/HAZARD PREVENTION		07/15/1999	07/15/1999
000023	MONITOR (HART) PETTY OFFICERS		05/01/1999	05/01/1999
001140	ICL/HA		08/01/1999	08/01/1999
200090	STEEL WELDING		01/02/1994	01/02/1994
000211	CRIPA-BASIC HARASSMENT PREVENTION		12/14/1997	12/14/1997
000070	DAMAGE CONTROL/HAZARD PREVENTION		05/01/1999	05/01/1999
000420	MILITARY REQUIREMENTS FOR S & S		02/01/1997	02/01/1997

Direct Access Member Information Screen



Select the appropriate answer to the following questions. Correct answers for the exercise are provided at the end of this E-level section.

1. It is the responsibility of the _____ to ensure training is properly recorded.
 - a. Unit Commanding Officer
 - b. Coast Guard Institute
 - c. Educational Services Officer
 - d. Coast Guard member
2. All training that members receive is recorded in _____.
 - a. Their personal training record
 - b. "A" school records
 - c. "C" school records
 - d. Leadership school records
3. All training records can be viewed in _____.
 - a. USCG Training Manual
 - b. UTS
 - c. Direct Access
 - d. The DANTES program
4. Discrepancies in Direct Access training records should be reported to _____.
 - a. Educational Services Officer
 - b. Unit Commanding Officer
 - c. Coast Guard Institute
 - d. Servicing Personnel Office

Training and Class C Schools

12-5.02-P

IDENTIFY the training available, and the process for requesting Class “C” schools, as presented in the E-PME Study Guide.

Training and Class C Schools

The Coast Guard employs two types of training:

- Non-resident
- Resident.

Examples of non-resident training are correspondence courses such as AST1, FS2, IT2, and EM2. These courses are:

- Self-paced
- Completed when time is available
- May or may not have a completion date.

Resident training, on the other hand, takes place in a classroom. Resident training courses or “C” schools have specific beginning and graduation dates.

Most “C” school classrooms are located away from your unit. Requests to attend “C” school training must be formally submitted by your training officer via a Short-Term Training Request (STTR) or an Electronic Training Request (ETR).

The short-term training request is used to place you in one of three upcoming classes. Funding is also requested to support three basic needs for attending “C” schools:

- Travel to the school site
- Temporary lodging while a student
- Meals while assigned to the school.

The class convening dates and locations of all “C” schools are published electronically in the (untestable) COMDTNOTE 1540:

<http://www.uscg.mil/hq/tqc/1540TableofContents.htm>

***Identifying
Available Training***

For this performance requirement, identify the training available to you and the process for requesting Class “C” schools.

The Short-Term Training Request (STTR), Form CG-5223, is available in the USCG Forms Library, at the following (untestable) link:

<http://www.uscg.mil/hq/tqc/sttr.htm>

Electronic Training Requests (ETR) cannot be submitted under self-service functions in Direct Access. ETR access is intended for a limited number of command members who function as unit training coordinators/assistant unit training coordinators.



Answer the following questions by selecting True or False. Correct answers for the exercise are provided at the end of this E-level section.

- ☐ True 1. Non-resident and resident training are both used by the Coast Guard.
☐ False
- ☐ True 2. C” schools are resident training courses.
☐ False
- ☐ True 3. Resident training courses have specific beginning and graduation dates.
☐ False
- ☐ True 4. Requests for resident courses must be formally submitted by your immediate
☐ False supervisor.
- ☐ True 5. Funds for travel to the school site must also be requested.
☐ False
- ☐ True 6. Electronic Training Requests (ETRs) cannot be submitted under self-service
☐ False functions in Direct Access.

Procurement Requests

12-5.03-P

PREPARE a procurement document, manually or electronically, as presented in the E-PME Study Guide.

- **Accounting Data**
- **Limitations.**

Procurement Requests

The Procurement Request/Process Rapidly (PR) is the funding document that provides the Contracting Officer (KO) with the authority to begin the acquisition process. In order for the requisition to be valid, it must:

- Be numbered properly
- Contain appropriation and accounting data
- Have a valid signature.

In addition, the following data must be provided with the funding document:

- Government estimate
- Statement of work
- Specifications and drawings.

The following items must be contained on, or forwarded with the PR. Select each bulleted item for clarification of that item.

- **Local approvals.** The request needs to go through the chain of command to the individual(s) who approves the purchases for that office.
- **Certification of funds availability:** This is the single most important signature on the PR. Nothing can be purchased unless this certification has been made on the PR.
- **Purchase description.** A description of the essential physical characteristics and functions required to meet the government's needs. Specifications, Statement of Work, drawings, etc., should accompany the PR.
- **Required delivery date.** A realistic delivery date. Instead of "ASAP", provide the date the supply/service is really required.

Procurement Requests (continued)

- **Suggested source(s) of supply.** The source(s) identified on a PR are *suggested* only. The KO and ONLY the KO is responsible for source selection.
- **Justification For Other Than Full and Open Competition (JOTFOC), if applicable.** If a “sole source” procurement is the only way to meet the Government’s needs, the PR must be accompanied by a JOTFOC.
- **Property review and general purpose property statement.** All procurement requests (except those for services) needs to contain one of the property statements as defined in the Property Management Manual (PMM), COMDTINST M4500.5 (series).
- **Evidence of unit hazardous material coordinator or Pollution Prevention Coordinator (PPC) review, if applicable.** PRs for purchasing hazardous material must be reviewed by the unit PPC. The PPC must sign the PR to verify that he or she has reviewed the PR. Additional requirements for the purchase of these items may be found in Chapter 9, Special Procurement Categories.
- **Requisitioner determination form, if applicable.** Every PR that contains items that can be made with recycled materials needs to include this completed form.
- **Independent Government Estimate (IGE).** IGEs can be derived from market research, published catalogs, price lists, recent purchases, etc. The dollar value and nature of the procurement should govern amount of detail.

If you suggest that a “sole source” procurement is the only way to meet the Coast Guard’s needs, the PR needs to be accompanied by a JOTFOC. The JOTFOC is the written determination to restrict competition.

The JOTFOC must demonstrate that the suggested source is the only supplier in terms of urgency, exclusive licensing. The complexity and detail of the JOTFOC should be commensurate with the complexity of the procurement.

Procurement Requests (continued)

There are several issues to consider when completing the PR.

- **Does the PR contain items made with recycled materials?** If the PR contains items designated by the EPA as items that can be made with recycled materials, complete Enclosure 23 to COMDTINST M4200.13 (series), Requisitioner Determination: CG Procurement Preference Program for Recovered Materials, and submit with each purchase. The Simplified Acquisitions Manual (SAP), COMDTINST M4200.13 (series), pages 9-7 through 9-9 list the materials that meet the EPA standards.
- **Is this a micro purchase?** A micro purchase is the acquisition of supplies/services for \$2,500.00 or less. The limit value for ordering supplies and services using a PR is \$2,500.00 or less. If the total of all supplies or services is more than \$2,500.00, three price quotes are needed.
- **Is the product more than \$2,500.00?** If a product is more than \$2,500.00, you need only to provide a single source of supply and a price. Supply does not have to purchase the product from the source you provided. Contracting officers are required to check federal agencies prior to purchasing the item on the open market.
- **Is this a construction request?** PRs for construction requests are limited to \$2,000.00.

Preparing the PR

To meet this performance requirement, properly prepare the PR for the following scenario:

You are currently stationed aboard CGC NORTHLAND (WMEC 904) and are tasked to requisition a dozen lifevests for the deck department. After finding a reliable product source, you need to complete a Procurement Request.

You need only to complete blocks 1 through 4 and 6 through 10 of PR form (DOT F 4200.1.2CG) to satisfy this requirement. The PR can be found in the Additional Resources section of this E-PME Study Guide.

After completing the PR, present it to your supervisor.



Select the appropriate answer to the following questions. Correct answers for the exercise are provided at the end of this E-level section.

1. In order for the PR to be valid, it must _____.
 - a. Be numbered properly
 - b. Contain appropriation and accounting data
 - c. Have a valid signature
 - d. All of the above
2. The _____ is the written determination to restrict competition.
 - a. Statement of Essential Need
 - b. Enclosure 23 to COMDTINST M4200.13F
 - c. JOTFOC
 - d. None of the above.
3. PRs for construction requests are limited to _____.
 - a. \$1,800.00
 - b. \$2,000.00
 - c. \$2,200.00
 - d. \$2,500.00
4. The PR limit value for ordering supplies and services is _____.
 - a. \$1,800.00
 - b. \$2,000.00
 - c. \$2,200.00
 - d. \$2,500.00

Chapter 13

Verifying PDE

13-5.01-P

VERIFY the accuracy of your electronic PDE for the following, as presented in the E-PME Study Guide.

- Time in Service
- Time in Pay Grade
- Award Points
- Creditable Sea Time
- Performance Evaluation
- Commanding Officer's Recommendation
- Completion of End of Course Test
- Completion of EPQ's/E-PME Requirements (*under development*).

Verifying Personal Data Extract Accuracy

The Personnel Support Center (PSC) coordinates the Servicewide Exam (SWE) process. They provide information to SWE candidates, adjudicate waiver requests, distribute the exam's score and the results, and publish the advancement eligibility list.

PDEs not reviewed may contain incomplete or inaccurate information that could prevent a member from being eligible for the SWE.

Each cycle, members discover (usually after exam results have been published) that they're not ranked where they thought they should be. This could be because they didn't get proper credit for awards, sea duty, or any number of other factors that help determine where the member stands on the advancement list.

To help prevent these inaccuracies/omissions, PSC sends each candidate a Personal Data Extract (PDE). The PDEs are sent out well in advance so that any corrections to the record can be made prior to the SWE.

**Verifying
Personal Data
Extract Accuracy
(continued)**

The PDE includes:

- Evidence of a CO's recommendation
- Any awards received
- Data from the enlisted evaluations
- An indication as to whether the member has sufficient sea duty
- Creditable sea time
- Time in service and rate
- End of course test results
- Relevant qualification codes
- Eligibility status.

It is to your benefit that the information in the PDE be complete and accurate. Most of the problems relative to the PDE involve:

- Inaccuracy in sea duty points
- Missing data
- Missing award points.

Many members fail to carefully review their PDE before signing. Attempts to later correct the PDE can be a lengthy process and, many times, the corrections fail to be properly and timely included.

***Verifying Your
Electronic PDE***

For this performance requirement, you need to verify the accuracy of your electronic PDE in the areas specified below. After completing this requirement, inform your supervisor of this action.

Time in Service

Ensure that your length of time in the Service is accurate. Be sure to include any applicable time served with another military branch. The following does NOT count as time served and must be deducted:

- Absence over leave, absence without leave, desertion
 - Absence from duty due to misconduct, to include injury, disease, or sickness resulting from excessive use of alcohol or drugs
 - Absence from duty due to arrest and serving sentence imposed by either civil or military authorities. However, if the arrest results in no conviction, time spent under arrest is NOT deductible.
-

Award Points

Be sure that all the awards you received are credited as this area is often overlooked.

Creditable Sea Time The Commandant defines sea duty for this purpose. Since this is another area that is very often lax, ensure that you are credited for ALL the sea time you served.

Enlisted Employee Review Be sure to verify accuracy of the information and date of your last employee review. These evaluations scores can impact your SWE TBD (get chart).

Time in Pay Grade Check to see that the time recorded is correct.

Time in pay grade should only include your current rating and not just your pay grade. For example, if you were a YN3/E4 and are now a BM3/E4 going up for BM2, the time in grade only reflects time as a BM3 and not time as a YN3, even though you are an E4.

Commanding Officer's Recommendation Be sure that any CO recommendations you received are included in the document.

Completion of EOCT To be eligible for the SWE, you must have successfully completed the End of Course Test (EOCT). Be sure the PDE indicates this.

EPQs/E-PME Requirements *This element of the PDE is currently under development.*

When you have completed Enlisted Personnel Qualifications and/or Enlisted Professional Military Education Requirements, be sure your PDE includes this information.



Select the appropriate answer to the following questions. Correct answers for the exercise are provided at the end of this E-level section.

1. To be eligible for the Servicewide Exam (SWE), you must _____.
 - a. Be in your rate for a required period of time
 - b. Have your CO's recommendation
 - c. Have successfully completed the End of Course test
 - d. All of the above
2. The reason(s) members are not ranked in the SWE process where they thought they should be is usually because there was _____.
 - a. Inaccurate award points
 - b. Inaccurate sea duty points
 - c. Missing data
 - d. All of the above
3. Failure to carefully review your Personal Data Extract could possibly result in _____.
 - a. A reprimand from your supervisor
 - b. Loss of pay
 - c. Ineligibility for the SWE
 - d. None of the above
4. Your PDE includes _____.
 - a. Time in pay grade
 - b. Time in service
 - c. Creditable sea time
 - d. All of the above

Chapter 15

Workplace Safety Procedures

15-5.01-P

CONDUCT a training session on your workplace safety procedures, as presented in the E-PME Study Guide.

Training on Workplace Safety Procedures

To prevent death, injuries, and property damage, employees need to be trained on how to work safely and to check that preventive measures are in place.

Applicable safety precautions are presented for the following tasks:

- Working on or around machinery
- Using hand and power tools
- Entering or working in tanks, voids, and unventilated spaces
- Performing watch standing duties in machinery spaces
- Working on or around electrical equipment
- Handling flammable or toxic materials
- Working aloft
- Working over the side
- Bio-hazardous material.

Working On or Around Machinery

Moving machine parts can cause severe workplace injuries such as crushed fingers, hands, or arms; amputations; burns; and blindness, just to name a few. When the operation of a machine or accidental contact with it can injure the operator or others in the vicinity, the hazards must be either controlled or eliminated by installing safeguards. These safeguards are essential for protecting workers from needless and preventable injuries.

The most common hazards are flywheels, shafts, clutches and wenchers. All of these require safeguards securely fixed to protect workers from contacting them while they are in motion.

Emphasize the rule that any machine part, function, or process that could cause injury MUST be safeguarded.

Using Hand and Power Tools

While manufacturers produce tools with safety in mind, they are not hazard-free. Most people do not think of hand and power tools as being dangerous. Unfortunately, many people sustain serious injuries each year from hand and power tools. Most hazards strike without warning!

Safety precautions are necessary to remove or prevent these hazards. Hand and power tools are dangerous in part, because everyone is so familiar with them. Hazards associated with hand and power tools can be alleviated by following six basic safety rules:

1. Keep all tools in good condition with regular maintenance and proper guards in place.
2. Use the right tool for the job.
3. Examine each tool for damage before use.
4. Operate according to the manufacturer's instructions.
5. Provide and use the proper protective equipment. (*This cannot be over emphasized.*)
6. Tag defective tools "Do Not Use" and immediately remove from service. (*For example, if an electric drill is missing the grounding prong from the plug, tag it and remove it from service until it can be repaired. If it cannot be repaired, then properly dispose of it.*)

Hand Tools

Hand tools are non-powered: axes, hammers, screwdrivers, etc. The greatest hazards posed by hand tools result from misuse and improper maintenance. Misuse involves using tools for things that they are not designed or intended for that purpose.

Some examples include using:

- A screwdriver as a chisel, which can break the screwdriver tip sending fragments flying. These fragments can hit the user or others nearby.
 - Hammers or axes with loose, splintered, or cracked wooden handles. These handles can cause the head to fly off.
 - Sprung wrench jaws, which can slip.
-

Power Tools

With electric power tools, there are still more applicable safety precautions to consider. These involve:

- Cords, plugs, hoses, and tool casings
- Grounding and insulation
- Storage
- Lighting.

The applicable safety precautions are depicted in the following table.

Power Tools	Safety Precaution
Cords, plugs, hoses, and tool casings	Abiding by the following rules will help prevent injuries: <ul style="list-style-type: none">• Always inspect cords, plugs, and tool casings before each use.• Never carry tools by the cord or hose.• Never yank cords or hoses to disconnect them from receptacles.• Keep cords and hoses away from heat, oil, and sharp edges.• Always disconnect tools when not in use, before servicing, and when changing accessories like blades, bits, and cutters.
Grounding and insulation	To protect the user from shock, tools must have a 3-wire cord with grounding and be used with grounded receptacles. An adapter wire should be attached to a known ground when the adapter is used to accommodate a two-hole receptacle. NEVER remove the third prong from the plug
Storage	Store tools in a dry place. Never use tools in damp or wet areas.
Lighting	Having proper lighting when using power tools avoids mishaps and injuries.

***Entering or
Working in Tanks,
Voids, and
Unventilated
Spaces***

Tanks, voids, and unventilated spaces are classified as confined spaces. Confined spaces are any areas that have all three characteristics:

- Large enough and so configured that an employee can bodily enter and perform assigned work
- Limited or restricted means for entry and exit
- Not designed for continuous human occupancy or worked in on a full-time basis.

Confined spaces can increase the risk of injury and death by forcing entrants to work in close proximity to hazards. While it is impossible to determine all the hazards inside the space until the space is opened, most can be anticipated.

Each confined space has unique contents, configuration, ventilation, temperature variations, etc., and each of the space's hazards can affect the others. Some spaces present entrapment hazards; others contain atmospheric hazards; some contain both.

All confined spaces are to be considered hazardous until proven otherwise. Low oxygen, explosive vapors, and toxic fumes are the most common finding upon initial testing of a confined space. Confined spaces are either a non-permit or permit required.

- **Non-permit confined space.** A non-permit confined space does not contain hazards or potential hazards. Once determined a non-permit confined space, no special requirements are necessary for entry by any employee.
- **Permit-required confined space.** A permit-required confined space contains or has potential to contain:
 - ▶ ☐ A known or potentially hazardous atmosphere (i.e., fuel tanks, CHT tanks, ballast tanks, etc.)
 - ▶ ☐ Material capable of engulfing entrants (soil, sand, grain, woodchips, etc.)
 - ▶ ☐ An internal configuration such that an entrant could be trapped or asphyxiated by inwardly converging walls or by a dangerously sloping floor
 - ▶ ☐ Any other recognized serious safety or health hazard.

***Entering or
Working in Tasks,
Voids, and
Unventilated
Spaces
(continued)***

Some examples of permit-required confined spaces ashore include:

- Process vessels, silos, pits, sewers, boilers, vaults, pipelines, and storm drains
- Open-top permit spaces include pits, degreasers, open water tanks, ship holds, excavations, and trenches.

Some examples of permit-required confined spaces on cutters and other vessels include fuel tanks, cofferdams, double bottoms, ballast tanks, and CHT storage tanks.

Examples of aircraft confined space include wing tanks, fuel cells, APO spaces, center tanks, etc.

***Opening Confined
Spaces***

A Closed Compartment Opening Request Form is not required to open confined spaces. However, it can be an effective tool to communicate the need to open a confined space. Before opening confined spaces:

- Tag out all systems connected to affected space and make entry into DC closure log as per Coast Guard regulations manual. M5000.3 (series).
- Ensure a Gas Free Engineer (GFE) is present at the space opening prior to opening space.
- Ventilate space for 24 hours

Note: After confined space is opened and tested, GFE will issue a gas free certificate stating the condition of the confined space and the safety precautions to be observed while working in the confined space. Ensure that the gas free certificate is posted at all space openings bridge or quarterdeck and EOW log.

An example of the Closed Compartment Opening Request Form follows.

*Opening Confined
Spaces
(continued)*

CLOSED COMPARTMENT OPENING REQUEST FORM

Division requesting	Date of request
Division P.O.C.	
Compartment #	Reason for opening compartment
Systems connected to compartment	
<i>Department Head</i>	<i>Signature</i> _____
<i>EOW</i>	<i>Signature</i> _____
<i>EO/DCA</i>	<i>Signature</i> _____
<i>OOD/CO</i>	<i>Signature</i> _____

***Performing Watch
Standing Duties in
Machinery Spaces***

Machinery spaces present various hazards to personnel, such as loud noise, moving parts, and high heat. However, it is easy to protect yourself and personnel from noise and moving parts.

Loud Noise

Hearing protection is essential equipment for watch standing personnel. Protection comes in the form of earplugs or earmuffs.

- If personnel are exposed to 85 dB of noise, single hearing protection is required. This can be earplugs or earmuffs.
 - If a noise level exceeds 104 db(A) (usually in engine rooms), double hearing protection is required. Earplugs and earmuffs both are worn to achieve double hearing protection.
-

Moving Parts

Flywheels, shafts, generators, and clutches are all common moving parts that can be found in a machinery space.

All these parts should have guards to prevent personnel from coming in contact with them while they are moving. For maintenance reasons, these guards are periodically removed. It is imperative that they be properly replaced for the safety of everyone.

High Heat

Lube oils sampling is a frequent task during watch. Personnel must wear safety goggles while drawing lube oil samples. While handling hydraulic oil, gloves, apron, and goggles are required. Uniforms should not be extremely loose as this can pose a safety hazard when working around rotating machinery and petroleum products.

Unfortunately, high heat is a byproduct of combustion engines and is also generated through friction of moving parts. Each unit is required to have a heat stress-monitoring program to ensure the safety of the crew.

***Working
On/Around
Electrical
Equipment***

Unsafe work practices cause most electrical accidents, so employees must observe safe work practices at all times. Electrical safety basics can prevent injuries to you and your shipmates:

- Never work on electrical equipment alone.
- Stay a prescribed distance from exposed energized lines. (*Many electrical fatalities are caused by the operation of materials handling equipment, e.g., cranes, near overhead power lines or operating excavation equipment, e.g., backhoes, near underground power lines.*)
- Do not use electrical equipment when the user, work surface, or equipment is damp or wet, unless the equipment is specifically listed for this application, and the workers are protected against electrical shock (lockout tagout, insulating gloves, insulating mats, etc.).
- Ensure all electrical equipment is grounded.
- Implement a lockout tagout system to deenergize and secure electrical equipment.
- Properly secure locking-type connectors after connection.
- Handle only the insulated portion of energized plug and receptacle connections.

***Handling
Flammable or
Toxic Materials***

Personal Protective Equipment (PPE) is required when handling flammable or toxic materials. Before using a product, review container warning labels and respective Material Safety Data Sheets (MSDS). MSDS provide information on proper use, potential hazards, protective measures to be taken, and emergency first aid procedures to be followed. The MSDS for a specific material might specify certain types of hand, face, and respiratory protection.

MSDS Excerpt for a General Purpose Cleaner:

- **Respiratory Protection: NIOSH CARTRIDGE RESPIRATOR WHEN VAPORS EXCEED TLV.**
- **Ventilation: LOCAL EXHAUST RECM BY MFG.**
- **Protective Gloves: RUBBER, NEOPRENE OR LATEX.**
- **Eye Protection: CHEMICAL GOGGLES**
- **Other Protective Equipment: RUBBER APRON, RUBBER BOOTS.**
- **Work Hygienic Practices: OBSERVE GOOD WORK HYGIENIC PRACTICES FP-N.**
- **Supplemental Health & Safety Information: PART NO:16 OZ SIZE.**

For your safety and the safety of others, ensure the PPE requirements listed are strictly adhered to.

Working Aloft

Before sending a person to work afloat, a Man Aloft Chit must be completed specifying the safety procedures that must be in place. The Chit is routed to the various division involved and must be acknowledged by the appropriate signature.

On the following page is a sample Man Aloft Chit for performing a safety inspection of the climbing harness, working lanyards, safety lanyard and safety climbing device.

MAN ALOFT CHIT		
1. NAME OF PERSON GOING ALOFT: YOUR NAME HERE		2. NAME OF SAFETY OBSERVER:
3. NAME OF WORK SUPERVISOR:		4. EST. TIME UP: CURRENT TIME
5. EST. TIME ALOFT:		6. SIGNATURE OF PERSON PERFORMING INSPECTION: YOUR SIGNATURE HERE
6. PERFORM SAFETY INSPECTION OF THE CLIMBING HARNESS, WORKING LANYARDS, SAFETY LANYARD AND SAFETY CLIMBING DEVICE, IAW MRC 6231.001-12		7. DESCRIBE WORK AREA: MAST, PORT AND STARBOARD YARD ARMS
8. DESCRIBE WORK TO BE DONE: PMS OF UHF ANTENNAS		
ROUTE THIS MAN ALOFT CHIT TO THE FOLLOWING:		
DIVISION	ACTION TAKEN	SIGNATURE
9. CSC	ALL RADARS, IFF, AND TRANSMITTERS SECURED AND TAGGED OUT.	
10. COMM CENTER	ALL TRANSMITTERS SECURED AND TAGGED OUT.	
11. FIRE CONTROL	MK-92 AND CIWS LIVE TRANSMIT SECURED AND TAGGED OUT.	
12. BRIDGE	RADAR INDICATORS AND BRIDGE TRANSMITTERS SECURED AND TAGGED OUT.	
13. ENGINEERING	MINIMIZE STACK GASSES, MAN ALOFT NOTICE POSTED AND ENGINEERING WATCH NOTIFIED.	
OTHER SHIPS IN COMPANY		
14. SHIP 1	SECURE ALL TRANSMITTERS, SECURE ALL RADARS, MINIMIZE STACK GASSES, AND PIPE "MAN ALOFT" FOR YOUR UNIT AT 30-MINUTE INTERVALS.	
15. SHIP 2	SECURE ALL TRANSMITTERS, SECURE ALL RADARS, MINIMIZE STACK GASSES, AND PIPE "MAN ALOFT" FOR YOUR UNIT AT 30-MINUTE INTERVALS.	
16. SHIP 3	SECURE ALL TRANSMITTERS, SECURE ALL RADARS, MINIMIZE STACK GASSES, AND PIPE "MAN ALOFT" FOR YOUR UNIT AT 30-MINUTE INTERVALS.	
17. OOD/COMMANDING OFFICER	VERIFY ALL SIGNATURES AND EQUIPMENT SECURED.	
18. QUARTERDECK	HOIST KILO FLAG, PIPE "MAN ALOFT" IN 30-MINUTE INTERVALS, RETAIN THIS SHEET UNTIL MAN ALOFT COMPLETED AND NOTIFY WORK SUPERVISOR IF MAN ALOFT EXCEEDS TIME ALOFT BLOCK.	
19. ACTUAL TIME UP:		20. ACTUAL TIME DOWN:

Working Over the Side

Numerous safety precautions are applicable when working over the side or aloft using a Bos'n chair or stage. A few safety measures are given here. Consult your unit's SOP to outline your unit's particular requirements.

1. Get permission from the OOD.
 2. Wear a PFD when working over the side as mandated by the Coast Guard Rescue and Survival Systems Manual, COMDTINST M10420.10 (series).
 3. Delegate someone as a safety observer.
 4. Rig a manrope or Jacobs ladder at one end of the stage.
 5. Rig a safety runner (second line) to both ends of the stage when working over a dry-dock bed.
 6. Check the position of the staging to ensure it's clear of scuppers or overboard discharges.
 7. Only use pneumatic tools; do NOT use electric tools.
-

Biohazardous Material

Coast Guard resources, e.g., helicopters, small boats, cutters, are routinely dispatched to transport persons with serious injuries or life-threatening illnesses. Frequently, the interior decks and rescue/medical equipment are contaminated with biohazardous wastes. These wastes may consist of bodily fluids, bandages, needles, scalpels, ampoules, and equipment used to aid in respiration.

Each unit is required to have a written plan for the decontamination of resources and protection of personnel from biohazardous material. The plan should establish procedures for decontaminating aircraft, vessels, and equipment after exposure to biohazardous wastes. Proper completion of these procedures protects personnel from exposure to infectious agents such as Hepatitis B Virus (HBV) and Human Immunodeficiency Virus (HIV).

*Universal
Precautions*

Universal Precautions shall be used by all members whenever the potential for exposure to bloodborne pathogens exists. Personnel shall adhere rigorously to infection control precautions to minimize risk of exposure to all blood and other body fluids, all of which shall be considered infectious materials.

Universal Precautions is an infection control approach developed by the Center for Disease Control (CDC) that assumes every direct contact with body fluids is potentially infectious. The precautions require that employees who may be exposed to direct contact protect themselves as though such body fluids were HIV or HBV infected.

Potentially infectious blood and body fluids include blood, semen, vaginal secretions, amniotic fluid, cerebrospinal fluid, joint (synovial) fluid, chest (pleural) fluid, abdomen (peritoneal) fluid, and heart (pericardial) fluid. These fluids may be released and mixed with blood as the result of an injury or other natural process. Since it is difficult to distinguish between body fluid types, ALL body fluids are considered potentially infectious and Universal Precautions must be taken.

Protective measures to eliminate or minimize employee exposure to infectious materials include:

- Engineering controls
- Work practice controls
- Use of personal protective equipment to minimize the risk of acquiring HIV, HBV, and other bloodborne diseases in the occupational setting.
- Appropriate personnel trained in the application of universal precautions.

The following sample documents are contained in the Additional Resources section of this E-PME Study Guide:

- Sample Air Station Biohazard Decontamination Plan
 - C-130 Decontamination Check List
 - Sample Station Biohazard Decontamination Plan.
-

Conducting a Training Session

For this performance requirement, develop a brief lesson plan to use as an aid in conducting your training session.

Before conducting your training session, you may want to review the following sources:

- 17-5.01-P requirement (Instruct personnel) [*See the performance requirements section of this E-PME Study Guide.*]
- 17-4.01-K requirement (Guidelines for preparing a training session) [*See the knowledge requirements section of this E-PME Study Guide.*]

After practicing your delivery, contact your supervisor to make arrangements for your training session on applicable safety precautions for the tasks presented in this E-PME Study Guide.



Answer the following questions by selecting True or False. Correct answers for the exercise are provided at the end of this E-level section.

- ☐ True 1. Any machine part, function, or process that could cause injury must have
☐ False safeguards in place.
- ☐ True 2. Hand and power tools are dangerous because most people don't know how to
☐ False use them.
- ☐ True 3. A Closed Compartment Opening Request Form is required to open confined
☐ False spaces.
- ☐ True 4. Examples of permit-required confined spaces on cutters and other vessels
☐ False include wing tanks, fuel cells, APO spaces, and center tanks.
- ☐ True 5. Flywheels, shafts, generators, and clutches are all common moving parts
☐ False found in a machinery space.
- ☐ True 6. A lockout/tagout system is not necessary when deenergizing and security
☐ False electrical equipment.
- ☐ True 7. In certain instances, it is permissible for a person to work on electrical
☐ False equipment alone.
- ☐ True 8. Personal protective equipment is required when handling flammable or toxic
☐ False materials.
- ☐ True 9. Universal Precautions is an infection control approach developed by the Coast
☐ False Guard that assumes every direct contact with body fluids is potentially
infectious.
- ☐ True 10. Completing a Man Aloft Chit before sending a person to work afloat is
☐ False optional.
- ☐ True 11. When using a stage for a person working over the side, rigging a manrope to
☐ False one end is optional.
- ☐ True 12. Each unit is required to have a written plan for the decontamination of
☐ False biohazardous material.

Workplace Safety Inspection

15-5.02-P

CONDUCT a safety inspection of your workspace, report discrepancies to the appropriate personnel, checking for the following: use E-PME Study Guide for reference. (Intent: This list is not all-inclusive, and should include other applicable requirements at your unit.)

- Electrical cord problems
- Personal Protective Equipment (PPE) availability
- Functioning Safety Devices
- Tagged or locked-out equipment
- U.S. Coast Guard Safety and Environmental Health Checklists.

Safety Inspection of Work Space

Safety inspections of workspaces should be performed on a routine basis. Some of the items that should be included in the safety inspection are discussed below. But these items are not all-inclusive. Other applicable items at your unit must also be included in the inspection.

Electrical Cords

Using unsafe electrical cords is a sure-fire way to electrocute and or injure yourself or others around you. Tools and cords at your unit should be checked frequently. Keep these simple checks and guidelines in mind during your inspection. Check the:

- **Cords entering equipment.** Cords entering equipment should:
 - ▶ ☐ Be completely free of damage and deterioration
 - ▶ ☐ Always have an appropriate strain relief device where they enter the enclosure.

***Electrical Cords
(continued)***

- **Extension cords.** Do NOT:
 - ▶ ☐ Use damaged extension cords.
 - ▶ ☐ Use multiple extension cords.
 - ▶ ☐ Use extension cords where permanent wiring should be installed.
 - ▶ ☐ Attach extension cords to building surfaces.
 - ▶ ☐ Pass extension cords through building walls, ceilings or floors, windows and doorways.
 - ▶ ☐ Conceal extension cords behind building walls, ceilings, floors and furniture.
 - ▶ ☐ Cause a tripping hazard by having extension cords in walkways.
-

***Personal Protective
Equipment***

Protective equipment includes personal protective equipment (PPE) for:

- Eyes
- Face
- Head and extremities
- Protective clothing
- Respiratory devices
- Protective shields and barriers.

The Coast Guard is required to provide this equipment to its personnel and ensure that it is used and maintained in a sanitary and reliable condition. During your inspection, check to see that PPE is available and is maintained.

Safety Devices

Numerous safety devices designed to protect workers from being injured and to prevent equipment damage are in use throughout the Coast Guard and the commercial industry. However, defective or missing devices are of NO value to personnel or equipment. Accordingly, it is imperative to inspect these devices for proper placement and operation.

If a piece of equipment was originally purchased with a guard or safety device of some kind, ensure that it is still in place and functioning properly.

***Safety Devices
(continued)***

The following are some examples of safety devices.

- Two block alarms and over speed trips are two examples of safety devices that can be found on ships.
 - Kickback guards on table saws and radial arms saws along with blade guards are devices that can be found at a shore facility carpenter shop.
-

***Tagged or Locked
Out Equipment***

When inspecting tagout and lockout logs, ensure that the following is in order:

- Tagged out or locked out equipment is properly documented in the tag out/lockout log.
 - Tags and or locks are properly affixed to the appropriate equipment.
 - Tags and locks are only removed by the person(s) who attached them.
-

***Safety and
Environmental
Health Checklists***

To facilitate thorough and efficient safety and health inspections, the Coast Guard has in place numerous standard safety and environmental health checklists. The checklists are divided into two categories.

- Shore
- Vessel

The alphabetical listing of all of the checklists available for each category is presented on the following pages.

Please note that only the information contained in this E-PME Study Guide is testable. **The information contained within each checklist is NOT testable.** The checklists are found in the Safety and Environmental Health Manual and can be obtained from the Internet link below:

http://www.uscg.mil/ccs/cit/cim/directives/CN/CN_5100_2003_9_8.pdf

or from the MLCP (ksee) Home page on the CG Intranet:

<http://cgweb.mlcpac.uscg.mil/mlcpackse/>

Coast Guard Shore Station/Facility Inspection Checklists

<ul style="list-style-type: none"> • Administration • Aisles, Passageways, and Floors (Shore) • Armory and Magazine (Shore) • Asbestos Exposure Control Program • Asbestos Exposure Control Program (Shore) • Barber and Beauty Shops (Shore) • Battery Charging (Shore) • Blasting, Abrasive (Shore) • Bloodborne Pathogens (Shore) • Boiler (Shore) • Carpenter Shop and Woodworking (Shore) • Chain Saw (Shore) • Child Development Center (Shore) • Compressed Gas Cylinder (Shore) • Confined Space Entry (Shore) • Drinking Water (Shore) • Egress Checklist (Shore) • Electrical Equipment (Shore) • Electrical Safety-Related Work Practices (Shore) • Elevator (Shore) • Emergency Action Plan (Shore) • Fire Department Operation Evaluation (Shore) 	<ul style="list-style-type: none"> • Fire Protection (Shore) • Fixed Industrial Stairs (Shore) • Fixed Ladders (Shore) • Flammable and Hazardous Material Storage • Flammable and Hazardous Material Storage (Shore) • Floors and Open Floors (Shore) • Food Service and Galley (Shore) • Forklift (Shore) • Grinding, Abrasive (Shore) • Hanger and Aviation Operations (Shore) • Hazard Communication (Shore) • Hazardous Waste Management (Shore) • Health Care Facilities (Shore) • Hearing Conservation Program (Shore) • Hot Tub (Shore) • Laundry and Dry Cleaning (Shore) • Lighting (Shore) • Lockout/Tagout (Shore) • Loran Station (Shore) • Machine and Moving Mechanical Parts (Shore) • Mobile Crane (Shore) • Motor Vehicle • Motorized Work Platforms (Shore) 	<ul style="list-style-type: none"> • Occupational Medical Surveillance Program (Shore) • Operational Risk Management (Shore) <i>[Applies to units having or managing small boats]</i> • Overhead Crane (Shore) • Paint Shop (Shore) • Personal Protective Equipment (Shore) • Pier and Dock (Shore) • Playground Equipment (Shore) • Portable Metal Ladder (Shore) • Portable Tools (Shore) • Portable Wood Ladder (Shore) • Powder-Actuated Tools (Shore) • Pre-Mishap and Pre-Fire Plan (Shore) • Pressure Vessel (Shore) • Respiratory Protection (Shore) • Scaffolding (Shore) • Sewage and Wastewater (Shore) • Sling (Shore) • Storage and Warehouse (Shore) • Swimming Pools (Shore) • Weight Handling (Shore) • Welding (Shore)
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Coast Guard Vessel Inspection Checklists

<ul style="list-style-type: none"> • Administration • Asbestos (Vessel) • Bloodborne Pathogens (Vessel) • Collection Holding and Transfer (Vessel) • Electrical Safety (Vessel) • Engineering (Vessel) • Eye Protection (Vessel) • Fire Safety (Vessel) • Food Service (Vessel) • Gas Free Engineering (Vessel) • Hazard Communication (Vessel) 	<ul style="list-style-type: none"> • Hearing Conservation (Vessel) • Heat Stress (Vessel) • Ladder Safety (Vessel) • Laundry (Vessel) • Machine and Moving Mechanical Parts (Vessel) • Occupational Medical Surveillance Program (Vessel) • Ordnance (Vessel) • ORM (Vessel)] • Overhead Crane 	<ul style="list-style-type: none"> • Personal Protective Equipment (Vessel) • Potable Water (Vessel) • Power Tools (Vessel) • Radiation (Vessel) • Rescue and Survival Systems (Vessel) • Respiratory Protection Program (Vessel) • Scaffolding • Weight Handling Equipment (Vessel) • Welding Safety (Vessel)
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***Conducting a
Safety Inspection***

For this performance requirement, review the appropriate checklists for your workspace. Obtain a copy of each and review the checklist items. If you're unsure of what your inspection needs to look for, review the reference source for that particular item.

When you are ready to conduct the safety inspection of your workspace, contact your supervisor. Upon completion of your inspection, report any discrepancies to the appropriate personnel.



You are getting ready to perform a safety inspection of your workspace at your shore station. Select the most appropriate checklist for each item. Correct answers for the exercise are provided at the end of this E-level section.

Safety Inspection

- _____ 1. Ascertain if a qualified person maintains and tests the fire detection system.
- _____ 2. Ensure that guards are in place for fan blades whose periphery is less than 7 feet above the floor or working level.
- _____ 3. Ascertain if MSDSs are maintained for all applicable materials procured and utilized.
- _____ 4. Check if ladders used by personnel working on live conductors have non-conductive side rails.
- _____ 5. Look to see if side rails used as climbing aids have adequate gripping and are free of sharp edges.
- _____ 6. Check if all floors are free from protruding nails, holes, splinters, and loose boards,
- _____ 7. Look to see if a plan is in place for specifying unit actions in event of fires, medical emergencies, bomb threats, hazardous materials releases, etc

Checklist

- A. Aisles, Passageways, and Floors Checklist (Shore)
- B. Electrical Safety-Related Work Practices Checklist (Shore)
- C. Emergency Action Plan Checklist (Shore)
- D. Fire Department Operation Evaluation Checklist (Shore)
- E. Fixed Ladders Checklist (Shore)
- F. Hazard Communication Checklist (Shore)
- G. Machine and Moving Mechanical Parts Checklist (Shore)



You are getting ready to perform a safety inspection of your workspace on your cutter. Select the most appropriate checklist for each item

Safety Inspection	Checklist
_____ 1. Ascertain if air flasks are recertified, including hydrostatic testing every ten years	A. Electrical Safety Checklist (Vessel)
_____ 2. Ensure that the point of operation on cutters, shears, and portable and power tools is guarded	B. Engineering Checklist (Vessel)
_____ 3. Ascertain if personnel are being made aware of potential health hazards associated with particular materials/chemicals.	C. Fire Safety Checklist (Vessel)
_____ 4. Check if backflow preventers are installed where hoses are connected to the ship's potable water system.	D. Hazard Communication Checklist (Vessel)
_____ 5. Look to see if battle lanterns are installed and properly directed in the vicinity of switchboards.	E. Ladder Safety Checklist (Vessel)
_____ 6. Ensure that luminescent tape is installed on the lower half of the escape ladders.	F. Machine and Moving Mechanical Parts (Vessel)
_____ 7. Make sure that battle lanterns are being inspected, tested, and the tests/inspections documented quarterly.	G. Potable Water Checklist (Vessel)

Chapter 17

Verbal Communication

17-5.01-K

KNOW the principles of effective verbal communication, as presented in the E-PME Study Guide.

Effective Verbal Communication

Effective verbal communication requires you to be able to present subjects clearly and concisely to individuals and groups.

A good verbal communicator has the following traits:

- Good posture
- Good voice control
- Uses proper enunciation
- Makes good eye contact
- Presents information so ideas are clear
- Natural in delivery style.

Good Posture

To be accepted as a communicator, you need the respect of the audience. When you're communicating verbally:

- Stand or sit straight - but in a natural position
- Avoid leaning on tables or podiums.

Good Voice Control

When most people are nervous, the clarity, sound, and rate of speech changes.

- **Voice Interaction.** Variation in rate, pitch, loudness, and quality of the voice can give different meanings to any simple sentence. In other words, the way something is said can totally change its meaning.

**Good Voice
Control
(continued)**

For example, read each of the following statements with a strong emphasis on the italicized words. Notice how the meaning changes based on the delivery.

▶ ☐ Example 1 (*Sarcastic Voice*):

THAT small boat crew really knew what *THEY* were doing.

▶ ☐ Example 2 (*Enthusiastic about crew ability; emphasis on “really”*):

That small boat crew *REALLY KNEW* what they were doing.

▶ ☐ Example 3 (*Enthusiastic about ability of a small crew; emphasis on “small”*):

That *SMALL* boat crew really knew what they were doing.

- **Voice Level.** The speaker’s voice must project appropriately so everyone can hear comfortably. Improper voice level is a result of:

- ▶ ☐ Improper breathing
- ▶ ☐ Fear
- ▶ ☐ Excitement.

The speaker should always ask the audience if he or she can be clearly heard.

- **Rate of Speech.** When people become nervous, such as during a presentation, their rate of speech normally increases. If the speaker talks too rapidly, people may miss important information. They may be unable to take sufficient notes, as too much information to absorb at one time is being presented.

Presenters can control the rate of speech by following these rules:

- ▶ ☐ Breathe normally
 - ▶ ☐ Move the upper and lower body slightly to remove tension
 - ▶ ☐ If stumbling over words, slow down the speaking pace
 - ▶ ☐ Pause after each sentence
 - ▶ ☐ When giving technical presentations, speak slower.
-

Use Proper Enunciation

Good speakers enunciate clearly. Enunciation is defined as how well the speaker pronounces words and how clearly his/her diction comes across to other people. If the speaker:

- Talks rapidly, words can become jumbled.
- Talks quietly, words can be missed.
- Uses words he/she doesn't know how to pronounce, the audience may get lost or lose respect for the presenter.

The bottom line is that listeners have to clearly understand each word that is said.

Eye Contact Guidelines

The eyes are very important in the communication process because they create a link for nonverbal communication between people. Regardless of audience size, eye contact is the single most important aspect of personalizing the presentation.

Presenters who follow these guidelines will be more likely to be effective speakers:

- Make eye contact for 1-3 seconds when looking at someone.
 - Avoid "darting" eyes around the room.
 - If addressing a large group, focus on different people around the room, so that persons sitting in those general areas feel as if they're being addressed.
 - Try to make every person feel that the speaker is talking to him or her personally.
 - Avoid staring at one area (fixating on one person or thing).
-

Make Sure Ideas are Clear

The presenter's words are ideas that are transmitted to the listener. As ideas, they can elicit a different response from everyone in the audience if they are not specific.

The speaker should consider:

- The experience level of the audience in relation with the content
- How the audience will interpret the words.

Consider your audience and, if necessary, avoid the use of:

- Technical jargon
- Acronyms
- Professional language.

***Make Sure Ideas
are Clear
(continued)***

Acronyms should be spelled out the first time they are used; technical and professional terms should be defined. A presentation cannot be effective unless the listeners understand the meaning of the words.

***Natural Delivery
Style***

Nonverbal gestures, such as hand gestures, create body language and can communicate your level of poise and confidence as an instructor.

- When used properly, nonverbal gestures can reinforce what is said.
 - When used in excess, nonverbal gestures can be distracting.
-

***Some Presentation
“Do’s”***

Some nonverbal gestures to incorporate in your presentation are to:

- Use your hands to illustrate and intensify your points.
 - Use your hands just the way you would in normal conversation.
 - Use your whole body to illustrate a point if necessary.
-

***Some Presentation
“Don’ts”***

Some nonverbal gestures to avoid are to:

- Keep your arms crossed.
 - Keep your hands in your pocket.
 - Keep your hands behind your back.
 - Use any personal distracting gestures (i.e. wringing your hands nervously).
-

Personnel Instruction
 17-5.01-P

INSTRUCT personnel at your unit, as presented in the E-PME Study Guide.

Instruct Personnel There are many important components of instructing personnel effectively. However, the most important is — **ATTITUDE!**

Whenever giving a presentation, the speaker must show the audience that he or she wants to be there and believes in it. So ...

- Be positive at all times
- Be enthusiastic
- Be sincere and convey the importance of the information.

All presenters can improve their skills to one degree or another. Each speaker can become more effective by improving upon the following:

- Appearance
- Speech
- Voice
- Mannerisms.

Appearance

Distractions	Improvements
Untidy uniform Unkempt grooming Dirty and unpolished brass Unmilitary-posture Slouching Hunched Hands in pockets	Neat and well-groomed Uniform clean Brass polished Posture straight

Speech

Distractions	Improvements
Deficient grammar and vocabulary Poor articulation Uneven and choppy speech	Speak clearly Use words appropriate for your audience Avoid undesirable speech habits

Voice

Distractions	Improvements
Raspy Shrill Noticeably weak Lacking confidence Monotone	Normal tone and pitch Proper volume Inflection

Mannerisms

Distractions	Improvements
Gestures <ul style="list-style-type: none"> ▶ Stilted ▶ Meaningless ▶ Excessive Eyes <ul style="list-style-type: none"> ▶ Staring at floor, ceiling, or notes/script ▶ Totally "reads" notes or script Movements <ul style="list-style-type: none"> ▶ Awkward or jerky ▶ Meaningless ▶ Repetitious and excessive 	Gestures <ul style="list-style-type: none"> ▶ Natural ▶ Meaningful ▶ Appropriate ▶ Decisive Eyes <ul style="list-style-type: none"> ▶ Maintain eye contact ▶ Use notes/script for reference only Movements <ul style="list-style-type: none"> ▶ Natural ▶ Purposeful ▶ Not excessive



Put a check next to the effective traits and behaviors of a good presenter. Correct answers for the exercise are provided at the end of this E-level section.

- _____ 1. Steady eye contact with audience members who appear most interested.
- _____ 2. Avoid making gestures with hands.
- _____ 3. Neat, professional appearance.
- _____ 4. Avoid use of technical jargon.
- _____ 5. Casual posture, with hands in pockets.
- _____ 6. Same presentation pace, regardless of content.
- _____ 7. Steady voice tone.
- _____ 8. Enthusiastic attitude.

Workstation Tools

17-5.02-P

UTILIZE the following tools using a CG standard workstation, as presented in the E-PME Study Guide:

- **CGForms.pdf**
- **Publications and Directives**
- **FED LOG**
- **CGMS**
- **Direct Access.**

Workstation Tools As a Coast Guard member, you will often need to use the Coast Guard standard workstation. In addition to Microsoft Office, the workstation provides access to work tools such as:

- CGForms.pdf
- Publications and Directives
- FED LOG
- CG Message System (CGMS)
- Direct Access.

CGForms.pdf

A significant number of forms are available that can be accessed from the Coast Guard standard workstation (Intranet). To access these forms from the Intranet and utilize them:

1. Log on to the workstation as a 'User'.
2. Select Start | Programs | USCG Applications | USCG Forms.

The program will open USCG Electronic Forms System on the CG Intranet. The USCG Electronic Forms System screen has three options:

- Forms library box - If you know the form series (i.e., 3000 series), enter it and search a list of all of the forms in that series.
- Form Number - If you know the exact number of the form, enter it and go directly to it.
- Form Title - If you know the exact form title, enter it and go directly to it.

***CGForms.pdf
(continued)***

An Internet version is also available. To access the electronic forms from the Internet go to:

<http://www.uscg.mil/ccs/cit/cim/directives/welcome.htm>

From this screen, select the forms you want from the listing or enter a query in the box at the bottom of the screen.

***Searching Under
the Forms Library
Function
(CG Intranet)***

Entering a key word, such as “Administrative”, displays a listing of all forms containing that keyword. The forms are organized into three categories of information:

- Forms library
- Form number
- Title.

Scroll through the list until you find the one you need. Select the form, then select the arrow on the document's left to access the form.



*Coast Guard Forms
Internet Search*

From the USCG Electronic Forms screen, select the category of forms from the choices listed or enter a query in the box at the bottom of the screen.

After selecting the category, scroll down and select the exact form you need.





Select all that apply to answer the following question. Correct answers for the exercise are provided at the end of this E-level section.

You can search for forms by:

- ☐ 1. Series
- ☐ 2. Number
- ☐ 3. Service
- ☐ 4. Title
- ☐ 5. Date created
- ☐ 6. Size

***Publications
and Directives***

The Coast Guard has made all their policy documents, or directives, available online to all personnel. Previously, all Coast Guard units kept paper copies of the material.

The Coast Guard Directives System is available on the CG Intranet at:

cgweb.uscg.mil/g-c/g-ccs/g-cit/g-cim/directives/welcome.htm

OR on the worldwide web at:

www.uscg.mil/ccs/cit/cim/directives/welcome.htm.

You can also access directives on your computer by selecting the following options in the order shown:

- Start
 - Programs
 - USCG program Apps
 - CG Directives.
-

Directives

A directive is a written communication that initiates or governs action, conduct, or procedure. Five main types of directives are issued. They are listed below with their abbreviations.

- Instructions (INST)
 - ▶ ☐ Contain information that has continuing reference value or that requires continuing action.
 - ▶ ☐ Remain in effect until replaced or canceled by the originator or higher authority.
 - ▶ ☐ Review and validate by originators every four years.
- Manuals (M)
 - ▶ ☐ Permanent type of instruction
 - ▶ ☐ Contain 25 or more pages
 - ▶ ☐ Have a table of contents and are organized into chapters and sections.
 - ▶ ☐ Are reviewed annually by originators and canceled when no longer applicable.
- Message-Type Notices
 - ▶ ☐ Notices (NOTES) transmitted via the Coast Guard Message System (for example, an ALCOAST message)
 - ▶ ☐ Urgent in nature. Urgency is defined as insufficient time to publish as another type of directive.
 - ▶ ☐ Provide information required by law or regulation, an issue of safety, or important to the morale of Coast Guard personnel (for example, announcement of award winners, promotions, selections, etc.).

*Directives
(continued)*

- Notices (NOTE)
 - ▶ □ Contain information of a one-time or brief nature.
 - ▶ □ Same force as an Instruction
 - ▶ □ Automatically cancelled after 12 months if earlier cancellation date not specified.
 - Standard Operating Procedures (SOPs)
 - ▶ □ Set of instructions for operations that lend themselves to definite or standardized procedure.
 - ▶ □ For internal procedures at a unit.
 - ▶ □ Have no defined format.
-

*Originators of
Directives*

The four main originators who issue directives are:

- The Commandant
 - Area, District, and Group Commanders
 - Commanders of Maintenance & Logistics Commands
 - Commanding Officers and Officers in Charge.
-

*Identifying
Directives*

Let's look at the components of the following directive:

CG Personnel Manual, COMDTINST M1000.6A

- COMDT – The Originator... in this case, is the Commandant.
 - INST – Type of Directive... in this case, is an Instruction.
 - M1000 –The “M” before the number means that this is a Manual. The number is the Standard Subject Identification Code (SSIC). In this case, 1000 means “Military Personnel.”
 - 6A –The “6” after the period means that this is the sixth directive to use this Standard Subject Identification Code (SSIC), in this example, the sixth directive to use the SSIC, “1000.” The “A” stands for a rewritten or revised directive. Originals do not have letters. In this case, the “A” means that it is the second version of this directive. “B” would indicate the third version.
-

*A Directory of all
Directives*

An important resource that can help you find directives is the Directives, Publications, and Reports Index (Commandant Notice 5600). This index, published annually, lists all current Coast Guard directives.

- Chapter Two lists all directives numerically
- Chapter Three lists them alphabetically.

*A Directory of all
Directives
(continued)*

To view Commandant Notice 5600, Directives, Publications, and Reports Index, select this (untestable) link:

http://www.uscg.mil/ccs/cit/cim/directives/cn/cn_5600_2004_3_29.pdf

This content is not testable. It is provided for your personal use only.



Select the appropriate letter for the following definitions from the options listed. Correct answers for the exercise are provided at the end of this E-level section.

Definition	Publications or Directives
_____ 1. Written communication that is permanent, exceeds 25 pages, and must be reviewed annually and canceled when no longer applicable.	A. Manuals
_____ 2. Written communication transmitted via the Coast Guard Message System; contents are urgent in nature.	B. Notices
_____ 3. Written communication that has continuing reference value or that requires continuing action.	C. Message–Type Notices
_____ 4. Written communication that contains one-time or brief information; automatically cancelled in 12 months if earlier cancellation date not specified	D. Instructions

Based on your knowledge of directives, identify the correct directive component.

Directive Component	Indicates...
_____ 5. COMDT	E. SSIC
_____ 6. INST	F. Directive Type
_____ 7. 16750	G. Originator
_____ 8. 8A	H. Version

FED LOG

FED LOG is a searchable logistics information system that contains information from the Federal Logistics Information System (FLIS) databases.

The system allows users to locate management, part number, supplier, freight, and characteristics data for a National Stock Number (NSN) or, conversely, find an NSN to go with any of the other pieces of information.

Currently, FED LOG contains the data found in the following federal sources:

- Master Cross Reference List
- Management List
- DoD Interchangeability and Substitutability
- Freight Classification Data
- Identification Lists (formally 295 separate list publications!)
- Parts of the Federal Item Logistics Data Record
- Federal Item Name Directory
- Federal Supply Classification Cataloging Handbook H-2.

FED LOG also contains listings from the various military branches.

**FED LOG User's
Manual**

The user's manual provides detailed information about system features. Step-by-step instructions and examples guide you through each program.

To access the Users Manual, when FED LOG is open and active, click on the FED LOG User's Manual button on the Button Toolbar or choose, "Users Manual" from the Help menu.

Some important features of FED LOG are:

- **Help.** Help for using the manual is available by pressing [F1] from anywhere in the manual or choosing *Using the Manual* from the Help menu. You can print a copy of the help instructions for using the manual from within the manual help.
- **Appendices.** The appendices of the User's manual contain additional information, such as a list of function keys, glossary of acronyms and terms, and troubleshooting guide.
- **URL.** Also, in addition to the User's Manual, the following (untestable) URL opens web pages that explain FED LOG, and lists the FED LOG frequently asked questions (FAQs), monthly newsletters, and more:

<http://www.dlis.dla.mil/FED LOG/default.asp>

*FED LOG User's
Manual
(continued)*

While the information in the Users Manual is **not testable**, it is suggested that you read the manual to become familiar with other FED LOG features.

Menu Bar

The Menu Bar looks like this:



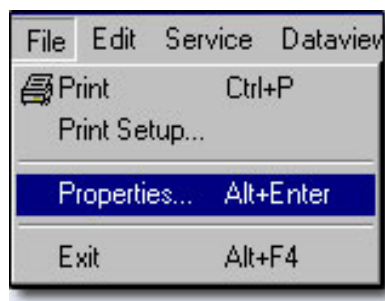
The FED LOG Menu Bar is similar to many other software systems with which you are familiar. Like other software programs, many of the choices on the Menu Bar are also available on the Tool Bar.

Detailed descriptions are available in the User's manual for every item on each "drop-down" menu. A brief summary has been provided for some of the items that are unique or of special interest when using FED LOG.

File

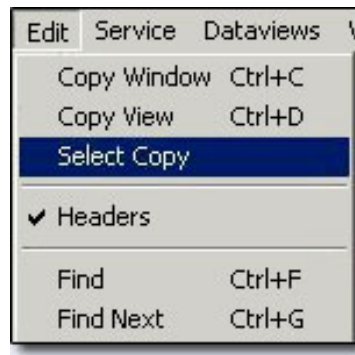
The Properties item on the Interactive File menu brings up a dialog that lets you set basic display and search properties, set up a custom-designed data-view, and set up a custom version of the NIIN pick list. There are four tabs on this item:

- Char Search
- Options Custom
- View Custom
- Pick List.



Edit

The Edit menu allows you to copy the information currently on-screen or all the information in the current view to the Windows Clipboard.

*Service*

You have the option of limiting your searches based on service. This means that search results must match the criteria you have entered on the Query screen and also must contain data specific to the service selected under Service Filter selection on the Service menu.

This feature is used specifically with the search feature of FED LOG.

*Dataviews*

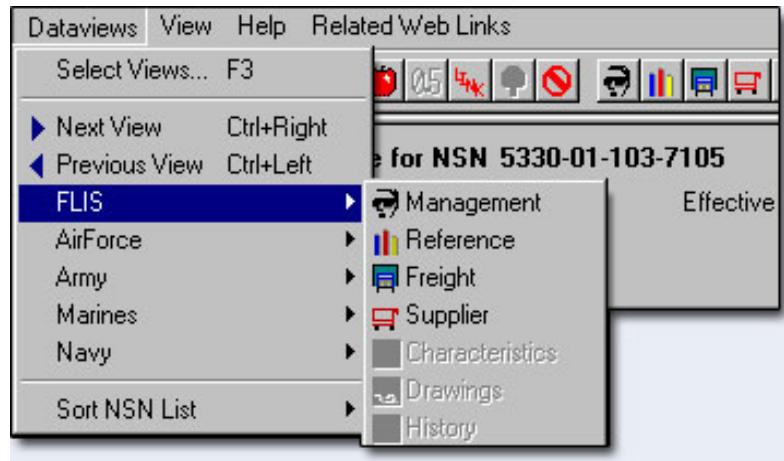
The Dataviews menu offers selection of Dataview rotation and the ability to cross-reference between services. There are three primary options listed below.

- **Select Views.** This option lists the standard data views available for all services, as well as service-unique views, depending on the service you selected.
- **Rotating Through Views.** From a data screen, you can view other data screens for the displayed record by choosing Previous View or Next View. These keys scroll through the databases tagged in the “Select Views Window”.

Dataviews
(continued)

- **Sort NSN List.** The “Sort NSN List” option allows you to select a field, including custom data fields, with which to sort the NSN list.

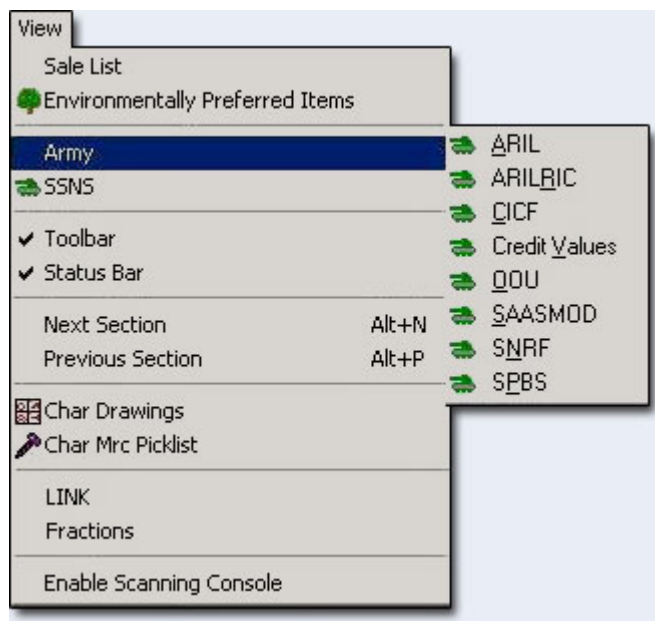
The Users Manual contains other **(untestable)** options.



View

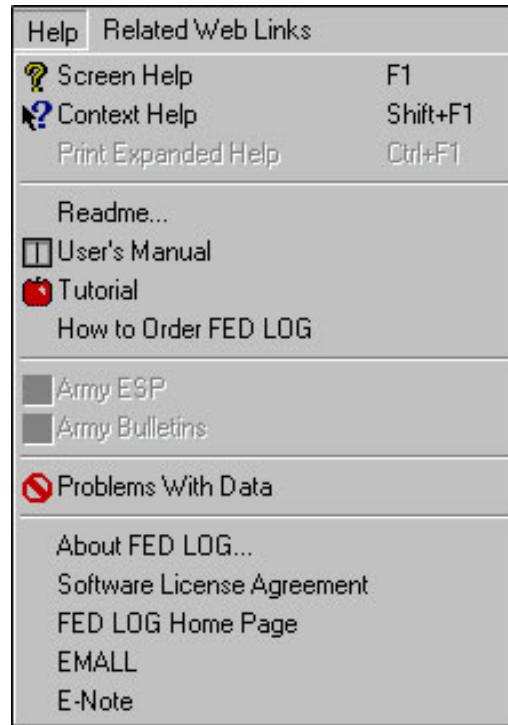
When you are on a Dataview, you can change from service to service and see which views have data.

You can also go to the View menu and look at the submenu for each service to see which Dataviews have data for the current search match.



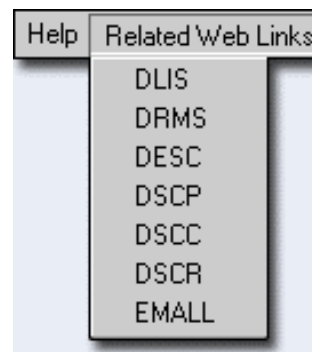
Help

The Help menu contains information that can help you navigate through or troubleshoot problems with FED LOG.



Related Web
Links

This is the last menu choice on the Menu Bar. It provides links to other valuable resources.



Toolbar The Toolbar in FED LOG looks like this:



Procedures for logging onto FED LOG will vary from unit to unit. After logging in to FED LOG, the Federal Logistics Information System (FLIS) Interactive Query window will display. The FED LOG Toolbar is used to move through the system and make frequently-used actions.

Summary
FED LOG

FED LOG is a CD-ROM based application, which runs on the CG standard workstation III. The path to the CD-ROMs varies from unit to unit.

For specific paths to FED LOG discs, contact your servicing:

- Electronic Support Unit (ESU)
- Electronic Support Detachment (ESD)
- Local Systems Manager (LSM).

Review and become familiar with the following tool bar job aid.

For further **(untestable)** instruction on how to use FED LOG, go to the on-line tutorial or go to the on-line User's Manual.

Toolbar

The Toolbar in FEDLOG looks like this:



After logging in to FEDLOG the Federal Logistics Information System (FLIS) Interactive Query window will display. As you learned earlier when reviewing the Menu Bar choices, you can also choose to use the Air Force, Army, Marine Corp, or Navy interactive query windows by selecting the service specific button for that branch of the military from the toolbar or by using the Service Filter from the Service Menu to query the data base.







The following table identifies each button and explains the associated function of the button. FEDLOG screen captures have been include and dispersed thought out the table to illustrate what the FEDLOG associated screen would look like when that button is selected.

The buttons are presented in the order that they appear on the Toolbar reading from left to right.

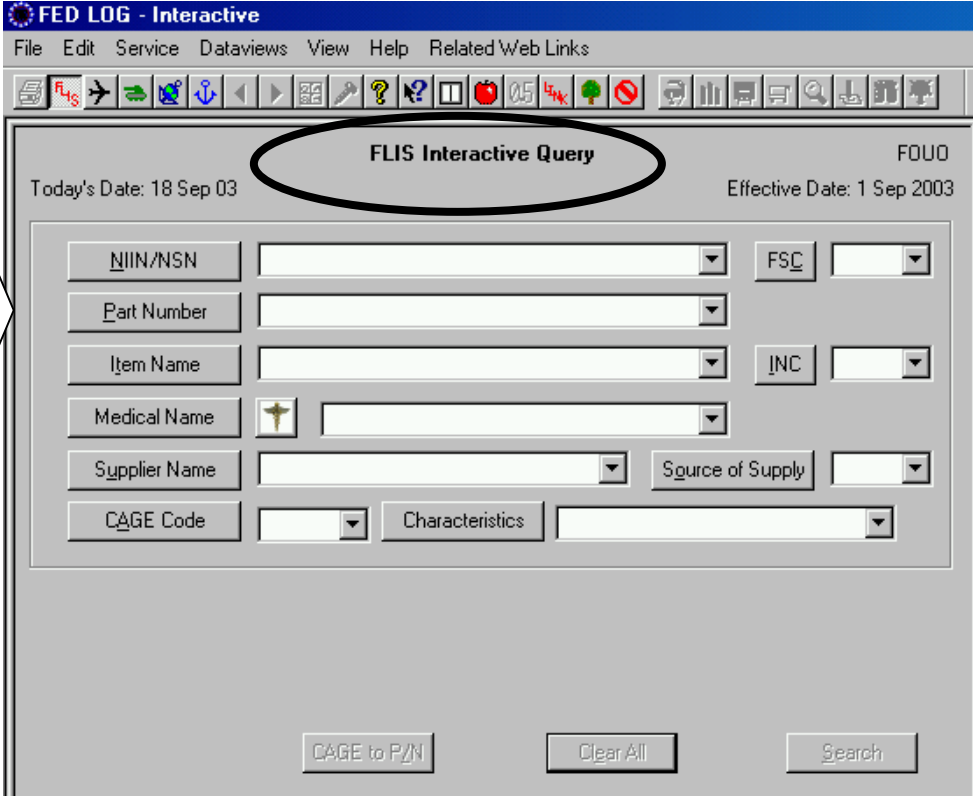
After the table explanation of the various buttons on the Toolbar, there will be a Job Aid for logging in to FEDLOG and a Job Aid for performing a search in FEDLOG.

Using FEDLOG, continued

Toolbar,
continued

Button	Name	Function
	Print	To print a view or record.
	Federal Logistics Information System (FLIS)	An interactive query to search supply items used by many different federal agencies. FLIS can search the Air Force, Army, Marine Corps, and Navy Interactive Queries. NOTE The Coast Guard most often orders and uses Navy items.
	Air Force Interactive Query	An interactive query to search for supply items specific to the Air Force.
	Army Interactive Query	An interactive query to search for supply items specific to the Army.
	Marine Corps Interactive Query	An interactive query to search for supply items specific to the Marine Corps.
	Navy Interactive Query	An interactive query to search for supply items specific to the Navy.

FLIS Interactive Query screen. A search can be performed by entering data in any of the fields (Part Number, NSN, item name, etc.) and selecting the field's associated button.



FED LOG - Interactive

File Edit Service Dataviews View Help Related Web Links

Today's Date: 18 Sep 03 Effective Date: 1 Sep 2003

FLIS Interactive Query

FOUO

NIIN/NSN FSC

Part Number

Item Name INC

Medical Name

Supplier Name Source of Supply

CAGE Code Characteristics

CAGE to P/N Clear All Search

Using FEDLOG, continued

Toolbar, continued

Navy Interactive Query screen; a search can be performed by entering data in any of the fields and selecting the associated button.

FED LOG - Interactive
 File Edit Service Dataviews View Help Related Web Links

Navy Interactive Query FOUO
 Today's Date: 18 Sep 03 Effective Date: 1 Sep 2003

NIIN/NSN [] FSC []
 Part Number []
 Item Name [] INC []
 Medical Name []
 Supplier Name [] Source of Supply []
 CAGE Code [] Characteristics []

NICN []
 Shipping Code [] Engine Number []

CAGE to P/N [] Clear All [] Search []

If the NIIN/NSN button is selected from the Navy Interactive Query Screen the following screen is displayed, which allows you to search by this category.

FED LOG - Interactive
 File Edit Service Dataviews View Help Related Web Links

Navy Interactive Query FOUO
 Today's Date: 18 Sep 03 Effective Date: 1 Sep 2003

NIIN/NSN []
 Part Number []
 Item Name []
 Medical Name []
 Supplier Name []
 CAGE Code []

NICN []
 Shipping Code []

Browse NIIN

004 000
 59990126
 00
 000000000
 000000003
 000000035
 000000047
 000000048
 000000049
 000000050
 000000051
 000000057
 000000058
 000000059
















Selected Items []

>> [] Delete []
 Help [] Save [] Cancel []
 Search [] OK []

Matches: 500 of 7711498

Using FEDLOG, continued

Remaining Buttons on the Toolbar

Button	Name	Function
	Previous View	Allows you to see the previous data screen/view.
	Next View	Allows you to see the next data screen/view.
	General Help	Lists of information that can be found on that screen/view. Also, F1 displays Help.
	Context Help	Provides a white arrow, so you can click an abbreviation or word on the screen. A help dialog box displays with a definition for the word or abbreviation.
	User's Manual	Opens the Online FEDLOG User's Manual.
	Tutorial	Opens Online-specific help; contains a good list of commands and keyboard shortcuts.
	PC Link	Provides a single, online interface to logistics information from fifteen databases, which requires registration.
	Environmentally Preferred Items	Lists items that can be ordered and are environmentally safe.
	Report Data Problems	Displays an online form that you fill out to report problems with FEDLOG.
	Management Data Response	Lists the Service/Agency, the Source of Supply, Unit of Issue, and Unit Price for an NSN. (See following Example 1, part A and B.)
	Reference Number Data Response	Displays the part number and the cage number for an NSN. (See following Example 2.)
	Freight Data Response	Provides freight information for an NSN. (See following Example 3.)
	Supplier Data Response	Provides supplier contact information for an NSN. (See following Example 4.)
	Characteristics Data Response	Provides descriptive information such as: dimensions of the object, body style, item name, and reliability indicator for a NSN, which helps to identify the part. (See following Example 5.)
	Master Repairable Item List (MRIL) Data Response	Provides information that you may need to the repair of an item such as the NIIN, Cognizance Code (COG), and the model number. (See following Example 6.)

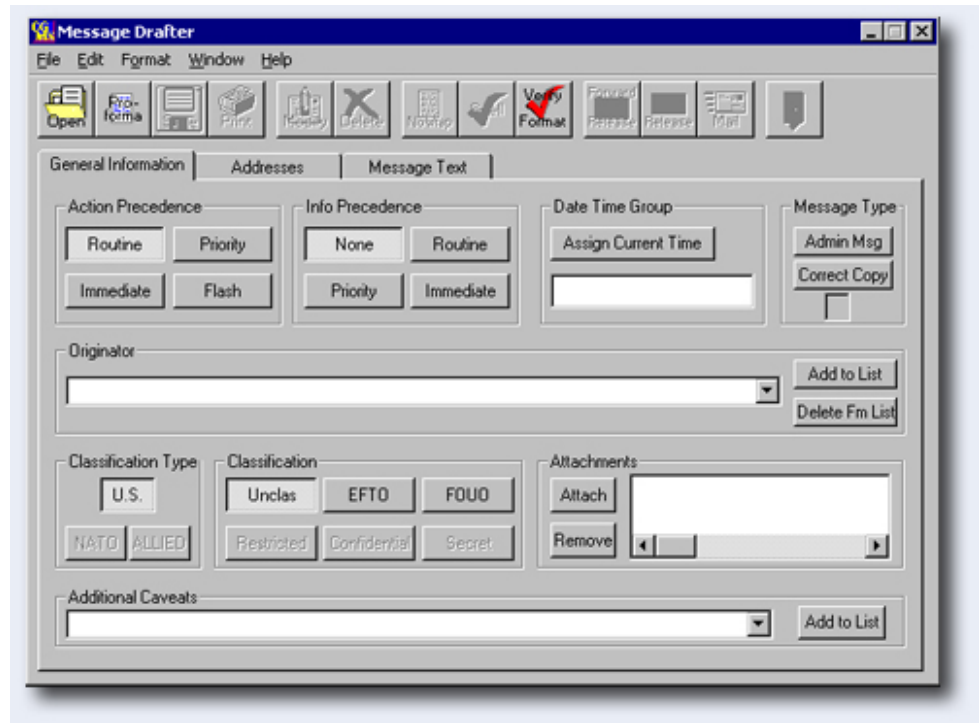


Enter the letter of the icon that matches its use. Correct answers for the exercise are provided at the end of this E-level section.

Icon		Icon Use
_____ 1.		A. Characteristics Data Response
_____ 2.		B. Next View
_____ 3.		C. Context Help
_____ 4.		D. On-line User's Guide
_____ 5.		E. Navy Interactive Query

Prepare a Coast Guard Message (CGMS)

You may find yourself in a position where you are required to send a message through the Coast Guard Messaging System (CGMS). There are specific requirements for how these messages are formatted. This allots a minimum amount of characters to be used to convey a maximum amount of information.



Format

A generic format for messages is provided. This format specifies the exact information that belongs on each line of the message.

Line #	Content
1-4	AUTODIN Routing, Security warning, Transmission Release Code, Special Handling (not used on CG circuits).
5	Precedence, Date Time Group, Message Instruction
6	Message Originator (FM)
7	Action Addressees (TO)
8	Information Addressees (INFO)
9	Exempt Addressees (XMT)
11	Prosign BT
12	Message Text (In specific order)
13	Prosign BT

*Format
(continued)*

The format for each message line is given below.

- **Line 1-4.** These codes are issued and completed automatically.
- **Line 5.** In Line 5, the message creator will enter, in the order indicated below, the:
 - ▶ **Precedence.** The “Precedence” entry must always appear first on Line 5. It indicates when the message should be distributed, which is a direct function of the message's urgency. The Precedence entry indicates a Speed Of Service Objective (SOSO) code. This single-character code serves as general guidance for Communication Centers to process message traffic according to the precedence assigned. The SOSO times indicate the time from which a message enters in, then is transmitted out from an individual Communications Center. Potential SOSO codes are:
 - Flash (Z) - As fast as possible with a goal of 10 minutes.
 - Immediate (O) - 30 minutes
 - Priority (P) - 3 hours
 - Routine (R) - 6 hours
 - ▶ **Date Time Group.** The Date Time Group (DTG) is a unique fingerprint on each message. It is the means to identify and locate a message if you are discussing it with another person or referring to a message within another message (e.g., replying to a message). The system ensures that no two messages have the same DTG. DTGs contain day, time, month, and year. In the example 271237Z JUN 00:
 - 27 stands for the day of the month
 - 1237Z is the time in Zulu (Greenwich Mean Time), followed by the month and last two digits of the year.
 - ▶ **Message Instruction.** This set of characters indicates any special circumstances related to the transmission of the message. Specifically, this set of characters will indicate if a message has been:
 - Corrected (ZOJn, where n is the number of the correction)
 - Retransmitted (ZDK, positioned after the date of the original message)
 - Administrative type (ZYB, follows the date time group).

*Format
(continued)*

- **Line 6.** In Line 6, the originator will indicate from where the message is being sent. This entry will always begin with the code FM followed by the boat or facility name and the city and state of origin.

For example, a message originating from the Cutter USCGC Sockeye, stationed in Bodega Bay, California, would contain the following Line 6:

FM USCGC SOCKEYE//DT//

- **Line 7.** The "TO" line indicates the action addressee(s). An action addressee is not mandatory as long as there is at least one INFO addressee. There can be more than one action addressee.
- **Line 8.** The "INFO" line indicates the information addressee(s). An INFO addressee is not mandatory as long as there is at least one TO addressee. There can be more than one INFO addressee. This is similar to copying a member on an email.
- **Line 9.** The "XMT" line indicates exempt addressees who are called in a Collective Address Designators (CAD), or Address Indicating Group (AIG).
 - ▶ A CAD is a single address group that represents a predetermined set of five or more activities linked by an operational or administrative chain of command.
 - ▶ AIGs are predetermined lists of action/information addressees controlled by a "cognizant authority" and used for messages containing information of a recurring or pre-planned nature.

The originator may exempt one or more of the addressees from a CAD or AIG by listing them in line nine.

- **Line 11.** In Line 11, the originator includes the code BT to indicate that the body text for the message will begin on the following line. The originator will also include the same code in Line 13 to indicate the body text for the message is completed.

```
R 051415Z MAR 04 ZUI ASN-A00068000145 ZOJ1
FM COMCOGARD PERSCOM WASHINGTON DC//EPM-1//
TO ALCGENL
BT
UNCLAS //N01500// VOL CCN
ALCGENL 035/04
SUBJ: ADVANCED EDUCATION PROCESS FOR ENLISTED PERSONNEL
A. CG TRAINING AND EDUCATION MANUAL, COMDTINST M1500.10B, CH. 3
```

*Format
(continued)*

- **Line 12.** In Line 12, the originator composes the body text for the message. The text in the message must be placed in the following order:
 - A) Classification (Unclass, Confidential, etc..)
 - B) Special Handling (SPECAT, LIMDIS, etc..)
 - C) Special Delivery (NORFORN, ORCON)
 - D) Standard Subject Identification Code (SSIC)
 - E) Exercise Name (If Applicable)
 - F) Subject Line (Should be only one line of text)
 - G) References
 - H) Paragraphs

```

ENLISTED PERSONNEL
> A. CG TRAINING AND EDUCATION
MANUAL, COMDTINST M1500.10B, CH. 3
> 1. THIS MESSAGE MARKS THE BEGINNING
OF THE ANNUAL CYCLE FOR THE
> ENLISTED ADVANCED EDUCATION
PROCESS. IN ORDER TO ENSURE CG ENLISTED
> MEMBERS ARE AFFORDED AN EQUAL
OPPORTUNITY TO COMPETE FOR THESE
> PROGRAMS AND TO ALIGN AND
STANDARDIZE THE SELECTION PROCESS, THE
> ENLISTED PERSONNEL DIVISION OF THE
COAST GUARD PERSONNEL COMMAND
> (CGPC-EPM), WORKING IN CONJUNCTION
WITH PROGRAM SPONSORS, HAS
> REFINED THE APPLICATION PROCESS. TITLE
10 RESERVISTS AND RETIRED
> RECALL MEMBERS ARE NOT ELIGIBLE FOR
THESE PROGRAMS. PLEASE READ
  
```

Note that not every message will have all entries. Skip entries if they do not apply, but they cannot be placed in a different order.

- **Line 13.** In Line 13, the originator includes the code BT to indicate the body text for the message is completed. The originator will also include the same code in Line 11 to indicate that the body text for the message began on the following line.

```

> REGARDING THE SERGEANT'S MAJOR ACADEMY AND FOLLOW-UP ASSIGNMENTS TO
> MSTCS LACUMSKY.
> 4. A SEPARATE MSG WILL BE SENT FROM EACH PROGRAM DETAILING THE
> COURSE OF STUDY AND FOLLOW-UP ASSIGNMENTS.
> 5. INTERNET RELEASE AUTHORIZED.
> BT
> NNNN
>
  
```


*Format
(continued)*

Here's a sample message properly formatted for transmission.

```
5   P 151515Z JAN 00 ZYB
6   FM CCGDEIGHT NEW ORLEANS LA
7   TO AIG FOUR SEVEN EIGHT NINE
8   INFO COGARD TISCOM ALEXANDRIA VA//OPS-
9   XMT USCGC EVERGONE
11  BT
    UNCLAS EFTO NORFORN //N02000//
    EXERCISE EXERCISE EXERCISE
12  SUBJ: MESSAGE DRAFTING COURSE
    MY 151510Z JAN 00
    MESSAGE TEXT
13  BT
```

CGMS automatically formats the message.

There are some formatting requirements for the text within the report.
The text:

- Cannot contain tabs
- Cannot be allowed to auto wrap at the end of the line
- Must be limited to 69 characters per line
- Can only contain approved characters.

The report must also contain a statement authorizing release of the message over the Internet, if appropriate. This authorization must be formatted as "INTERNET RELEASE AUTH", and the last line of the message text must be "Internet release is authorized".

Approved Characters

ONLY the following characters have been approved for use in official record message traffic:



Character	Symbol
Apostrophe	’
Colon	:
Comma	,
Parenthesis	(
Question Mark	?
Quotation Mark	“
Slant Bar	/
Hyphen	-
Period	.

The "At Sign" @ may be used on Coast Guard messages only, but must be spelled out on messages going outside the organization or to ships that are underway.

Message Types

In CGMS, there are two types of messages:

- Unclassified
- Classified.

Classified and unclassified messages both have precedence. A classified message in itself doesn't indicate priority or that it has precedence (just that it's classified). Precedence, not classification, determines priority.

Unclassified Messages

An “UNCLASS” message is an “unclassified message”. These are information-type messages, such as reports, announcements, and Commandant messages. They include:

- **ALCOAST.** Messages that are applicable to all Coast Guard commands, with blanket distribution to all Coast Guard units.
- **ALCGOFF,** for officers
- **ALCGENL,** for enlisted
- **ALCGCIV,** for CG civilians. Messages that are originated by Coast Guard Headquarters in Washington, DC, and used in disseminating Coast Guard Civilian Personnel Information.

Classified Messages

A "class" message is a "classified message." There are three categories:

- **Top Secret.** Top Secret information requires the highest degree of protection. The unauthorized disclosure of top-secret information could reasonably be expected to cause exceptionally grave damage to national security.
 - **Secret.** Secret information requires a substantial degree of protection. The unauthorized disclosure of secret information could reasonably be expected to cause serious damage to national security.
 - **Confidential.** Confidential information requires protection. The unauthorized disclosure of confidential information could reasonably be expected to cause damage to national security.
-

Authorized Users

Your unit's command security officer or security manager will determine your "need to know" information level based on your job and your security clearance.

Your need to know plus your security clearance equals your level of access to CGMS. Once that is determined, follow your unit's procedures for message traffic.

Also, some units regularly clear out the message cache so that the system doesn't become flooded. Find out how it is handled in your location.

$$\begin{array}{ccccc} \text{Need} & & & & \text{CGMS} \\ \text{to} & + & \text{Security} & = & \text{Level} \\ \text{Know} & & \text{Clearance} & & \text{of Access} \end{array}$$

Using CGMS

Not all personnel will use the CGMS system. You need to have read authority to view messages on CGMS. When you log on to your computer, your password will display the messages that are appropriate for you to view.

Once the messages appear, you can then determine the ones that are most appropriate for your job and only read the relevant messages. In order to send a message on CGMS (referred to as having release authority), you need special training on drafting messages.

Direct Access

Direct Access is the human resources management system for Coast Guard military personnel. Coast Guard military personnel use it for payroll actions, requesting their next jobs (assignments), evaluations, training, and more.

Direct Access Functions

In order complete the following functions in Direct Access, you need to be on-line:

- Enter your e-mail address
 - Change your password
 - Set a password hint.
-

Use Direct Access

In order to use Direct Access, you will need your Employee ID number and Social Security number the first time you log on.

To find your Employee ID number, contact your unit's administrative staff. Your Employee ID number will be available to them sometime between one week and one month after you begin employment with the Coast Guard.

To use Direct Access from your Coast Guard computer:

1. Open Internet Explorer.
2. Type in cgweb.uscg.mil/g-w/psc/Direct-Access/.
3. Click on the yellow "Sign In" button for "Self-Service Users."

The "PeopleSoft" login screen will appear. (*PeopleSoft is the company that created Direct Access.*)



4. Type in your User ID (Employee ID #) and your Password (SSN #).
 5. Click on the Sign In button.
-

*Enter Information
into Direct Access*

To do the following tasks, view the online instructions and demonstrations at the web addresses below each task:

1. Enter your e-mail address
(www.uscg.mil/hq/psc/cghrms/vids/Signin.htm)
 2. Change your password
(www.uscg.mil/hq/psc/cghrms/index.htm)
 3. Set a password hint
(www.uscg.mil/hq/psc/cghrms/vids/pw.htm).
-



Choose the correct response for the following question. Correct answers for the exercise are provided at the end of this E-level section.

1. To sign in to Direct Access, type _____.
 - a. www.uscg.mil/hq/psc/cghrms/vids/Signin.htm
 - b. cgweb.uscg.mil/g-w/psc/Direct-Access/
 - c. www.uscg.mil/hq/psc/cghrms/vids/pw.htm
 - d. www.uscg.mil/directaccess



Select three types of classified messages. Correct answers for the exercise are provided at the end of this E-level section.

- _____ 1. Secret
- _____ 2. ALCOAST
- _____ 3. ALCGCIV
- _____ 4. Top Secret
- _____ 5. Confidential



Answer Key

Chapter 2 – Coast Guard Organization

♦ **Page E5-6 [Requirement 2-5.01-K]**

Select the appropriate answer to the following questions.

1. How many Headquarters Units report directly to Headquarters?
 - a. 22
 - b. 29
 - c. 35**
 - d. 45
2. Which type of command is responsible for providing services such as civil engineering, health and safety, legal, and finance to all operational units within its area:
 - a. Districts
 - b. Maintenance and Logistics Commands**
 - c. Headquarters Units
 - d. Areas
3. Rear admirals head up districts.
 - a. True**
 - b. False
4. Vice Admirals lead the Atlantic Area and the Pacific Area.
 - a. True**
 - b. False

Chapter 3 – Coast Guard History

♦ Page E5-20 [Requirement 3-5.01-K]

Match each statement with the military action.

Statement	Military Action
<u>C</u> 1. In this war, cutters captured 18 prizes unaided and assisted in two other captures.	A. Spanish-American War
<u>D</u> 2. A Coast Guard cutter is credited with firing the first naval shots of this war.	B. Korean War
<u>F</u> 3. First time during a war that the entire Coast Guard was transferred to the Navy.	C. Quasi-War
<u>A</u> 4. During this war, the McCulloch served as both the escort and dispatch with Commodore George Dewey's squadron.	D. Civil War
<u>B</u> 5. In this war effort, the Coast Guard played a marginal role, primarily one of support.	E. Mexican-American War
	F. World War I

Select True or False for each statement.

- True 6. The first time the Coast Guard augmented the Navy with shallow-draft craft was in World War I.
X False
- X True 7. The Coast Guard was given responsibility for cold-weather operations in Greenland during World War II.
 False
- X True 8. The first time ocean-going cutters augmented Navy and Coast Guard surveillance forces was in Vietnam.
 False
- True 9. The Coast Guard was solely responsible for cleaning up a massive oil spill during the Gulf War.
X False
- True 10. During Operation Eagle in November 2001, the Coast Guard was once again under Navy command.
X False

Chapter 3 – Coast Guard History (continued)

◆ Page E5-39 [Requirement 3-5.02-K]

Match each question with its Coast Guard mission.

Question

- E** 1. Following World War II, members of what organization were given rates and ratings, uniforms, and insignia?
- F** 2. Drug smuggling in the 1960s gave what mission increased significance?
- D** 3. What event was the impetus for the International Ice Patrol?
- C** 4. The fatality rate of this focus has greatly declined as a result of what Coast Guard mission?
- A** 5. The Refuse Act of 1899 was the catalyst for what Coast Guard mission?
- B** 6. Members of what part-time force perform the same tasks as active duty personnel?

Coast Guard Mission

- A. Environmental protection
- B. Coast Guard Reserve
- C. Boating Safety
- D. Sinking of the Titanic
- E. Coast Guard Auxiliary
- F. Law enforcement

Select the correct answer.

7. To help rescue immigrants from vessels ravished by winter storms, a Federal lifesaving service was initiated in _____.
a. 1815
b. 1832
c. 1848
d. 1885
8. The only Coast Guard-manned light station in the U.S. today is located in _____.
a. Cape Hatteras
b. Cape Elizabeth
c. New York Harbor
d. Boston Harbor
9. Today, the Coast Guard is under the Department of _____.
a. Transportation
b. Treasury
c. Homeland Security
d. Defense

Chapter 4 – Enlisted Heritage

♦ Page E5-49 [Requirement 4-5.01-K]

Match each significant event on the left with the corresponding person or year on the right.

Question		Coast Guard Mission
<u>E</u>	1. One of first uniformed women to serve in the Coast Guard.	A. Joshua James
<u>F</u>	2. Women are integrated into active duty and Coast Guard Reserve.	B. Douglas Munro
<u>A</u>	3. Saved more than 600 lives, earned two gold medals, three silver, plus other awards.	C. 1978
<u>C</u>	4. All officer career fields and enlisted ratings are opened to women.	D. 1969
<u>B</u>	5. Medal of Honor recipient.	E. Lucille Baker
<u>D</u>	6. Installation of First Master Chief Petty Officer of the Coast Guard.	F. 1973

Chapter 5 – Enlisted Rate/Pay Grade

♦ Page E5-57 [Requirement 5-5.01-K]

Match each eligibility requirement on the left with the corresponding program on the right.

Question	Coast Guard Mission
<u>B</u> 1. Must meet a qualifying score on the SAT, ACT, or ASVAB exams.	A. Warrant Officer appointment
<u>E</u> 2. Continue in their civilian employment while serving on military duty.	B. Officer Candidate School Pre-commissioning Program
<u>A</u> 3. Must be serving in pay grade E-6 or above.	C. Coast Guard Academy
<u>D</u> 4. Must have special training and skills in specific fields.	D. Direct Commission Officer
<u>F</u> 5. Can attend college on a full-time basis for up to 2 years and receive full pay and allowances.	E. Program Selective Reserve
<u>C</u> 6. Compete by competitive examinations for direct appointments.	F. Direct Commission Program

Chapter 10 – Supervisory Responsibility

♦ Page E5-60 [Requirement 10-5.01-K]

Complete the following exercise.

1. The supervisor will be a(n) _____.
 - a. Civilian.
 - b. Enlisted person.
 - c. Officer.
 - d. All of the above.
2. The command may designate as the supervisor, a _____.
 - a. 1st class petty officer.
 - b. 2nd class petty officer.
 - c. 3rd class petty officer.
 - d. None of the above.
3. Route the completed employee review to the _____.
 - a. Employee
 - b. Approving Official
 - c. Marking Official
 - d. Appeal Authority
4. The supervisor must route the completed employee review to the next level of the rating chain no later than _____ days prior to the period ending date.
 - a. 4
 - b. 7
 - c. 9
 - d. 14

Chapter 10 – Supervisory Responsibility (continued)

♦ Page E5-63 [Requirement 10-5.02-K]

Answer each question True or False.

- | | |
|---|--|
| <input type="checkbox"/> True | 1. Supporting documentation is required for recommended marks of 1, 3, or 7. |
| <input checked="" type="checkbox"/> False | |
| <input checked="" type="checkbox"/> True | 2. An important aspect of the review is that it provides a road map for future improvement. |
| <input type="checkbox"/> False | |
| <input checked="" type="checkbox"/> True | 3. Recommendation for advancement is completed for Master, Senior, and Chief Petty Officers. |
| <input checked="" type="checkbox"/> False | |
| <input checked="" type="checkbox"/> True | 4. Adverse entries should also focus on one-time, minor infractions. |
| <input checked="" type="checkbox"/> False | |
| <input checked="" type="checkbox"/> True | 5. A member who is financially irresponsible must be marked as unsatisfactory conduct |
| <input type="checkbox"/> False | |

♦ Page E5-68 [Requirement 10-5.01-P]

Select the required action for each situation.

Situation	Required Action
<u>B</u> 1. Seaman Bolon was given a regular employee review six weeks ago and has just been awarded non-judicial punishment.	A. Regular employee review B. Special employee review C. No employee review required
<u>C</u> 2. Fireman Alleby is in an unauthorized absence status and it's the last day of January.	
<u>A</u> 3. Petty Officer E-6 Grippe has been at her new duty station for four months and it's the last day of May.	
<u>B</u> 4. Reservist Petty Officer Graul has just been promoted to Chief Petty Officer. CPO Graul has completed 20 drill periods since the rating chain completed his special employee review.	
<u>A</u> 5. SA Donahue has been in the Coast Guard for 18 months and it's the last day of February.	
<u>C</u> 6. A special employee review was completed for Master Chief Petty Officer Potan 5 months ago and it's the last day of September.	

Chapter 10 – Supervisory Responsibility (continued)

♦ Page E5-71 [Requirement 10-5.02-P]

Answer the following questions by circling the correct response.

1. The most significant benefit of counseling is that it provides the evaluatee with _____.
 - a. The evaluation marks
 - b. An insight into how the supervisor views his or her performance
 - c. An insight into how well he or she conducts himself/herself
 - d. A road map for success**
2. Counseling must take place not later than _____ following the employee review period ending date.
 - a. 15 days
 - b. 21 days**
 - c. 45 days
 - d. 60 days
3. The _____ counsels and reviews the evaluation with the evaluatee.
 - a. Supervisor**
 - b. Marking Official
 - c. Approving Official
 - d. Commandant
4. The evaluatee is counseled after _____.
 - a. The Supervisor performs the initial employee review.
 - b. The Marking Official has reviewed the employee evaluation.
 - c. The Approving Official has reviewed the employee evaluation.**
 - d. The Commandant has reviewed the employee evaluation.

Chapter 11 – Personnel Issues

♦ Page E5-75 [Requirement 11-5.01-K]

Answer the following questions by selecting True or False.

An effective stress management technique is to:

- ☐ True ☒ False 1. Exercise with an elevated heart rate for no more than 10 minutes.
- ☐ True ☒ False 2. Practice deep breathing exercises.
- ☐ True ☒ False 3. Avoid eating breakfast to avoid revving up your nerve fiber.
- ☐ True ☒ False 4. Practice yoga.
- ☐ True ☒ False 5. Don't think about change until it happens so you don't worry ahead of time.
- ☐ True ☒ False 6. For stressful commutes, change commuting patterns.

♦ Page E5-79 [Requirement 11-5.02-K]

Answer the following questions by selecting True or False.

- ☐ True ☒ False 1. Your role in preventing suicide is to determine whether the person will actually commit suicide.
- ☐ True ☒ False 2. If a person laughingly mentions a way of escaping his problems is to leave this world, you have no need to worry since he's just joking.
- ☐ True ☒ False 3. Suicide can be prevented.
- ☐ True ☒ False 4. Asking open-ended questions is one way of getting a person to talk more freely.
- ☐ True ☒ False 5. Your willingness to talk openly about suicide can cause the person to "clam up."
- ☐ True ☒ False 6. If, in communicating with the person, you discover there is no specific plan, you can safely assume it's all talk.

Chapter 12 – Management Functions

♦ Page E5-86 [Requirement 12-5.01-K]

Answer the following questions by selecting True or False.

- ☐ True
☒ False 1. Under the Tuition Assistance program, enlisted members incur a service duty obligation.
- ☐ True
☒ False 2. To be eligible for Tuition Assistance, courses must result in accredited college credit or contact hours.
- ☐ True
☒ False 3. Coast Guard Foundation grants are only for active duty service personnel in pay grades E2-E9 with three or more years of Coast Guard service.
- ☐ True
☒ False 4. Enlisted members may be able to receive college credit for some of their military learning experience.
- ☐ True
☒ False 5. The Coast Guard Institute is the source for ALL rating course material.
- ☐ True
☒ False 6. The DANTES program offers a means of getting college credit for learning outside of the classroom.

♦ Page E5-90 [Requirement 12-5.02-K]

Answer the following questions by selecting True or False.

- ☐ True
☒ False 1. No Coast Guard member or employee may authorize use of Coast Guard property for other than official use.
- ☐ True
☒ False 2. Excess property should be reported to the property officer.
- ☐ True
☒ False 3. A survey is an administrative action to determine how Coast Guard property was lost, damaged, or destroyed.
- ☐ True
☒ False 4. Reports of Survey are not required for property valued at less than \$1,000.
- ☐ True
☒ False 5. Reports of Survey are prepared on CG Form CG-5323.
- ☐ True
☒ False 6. A unit commanding officer may order a survey even if one is not required.

Chapter 12 – Management Functions (continued)

♦ Page E5-95 [Requirement 12-5.01-P]

Select the appropriate answer to the following questions.

1. It is the responsibility of the _____ to ensure training is properly recorded.
 - a. Unit Commanding Officer
 - b. Coast Guard Institute
 - c. Educational Services Officer
 - d. **Coast Guard member**
2. All training that members receive is recorded in _____.
 - a. **Their personal training record**
 - b. "A" school records
 - c. "C" school records
 - d. Leadership school records
3. All training records can be viewed in _____.
 - a. USCG Training Manual
 - b. UTS
 - c. **Direct Access**
 - d. The DANTES program
4. Discrepancies in Direct Access training records should be reported to _____.
 - a. Educational Services Officer
 - b. Unit Commanding Officer
 - c. Coast Guard Institute
 - d. **Servicing Personnel Office**

Chapter 12 – Management Functions (continued)**♦ Page E5-98 [Requirement 12-5.02-P]**

Answer the following questions by selecting True or False.

- ☒ True 1. Non-resident and resident training are both used by the Coast Guard.
☐ False
- ☒ True 1. “C” schools are resident training courses.
☐ False
- ☒ True 2. Resident training courses have specific beginning and graduation dates.
☐ False
- ☐ True 3. Requests for resident courses must be formally submitted by your immediate supervisor.
☒ False
- ☒ True 4. Funds for travel to the school site must also be requested.
☐ False
- ☒ True 5. Electronic Training Requests (ETRs) cannot be submitted under self-service functions in Direct Access.
☐ False

♦ Page E5-102 [Requirement 12-5.03-P]

Select the appropriate answer to the following questions.

- 1. In order for the PR to be valid, it must _____.
 - a. Be numbered properly
 - b. Contain appropriation and accounting data
 - c. Have a valid signature
 - ☒ d. All of the above
- 2. The _____ is the written determination to restrict competition.
 - a. Statement of Essential Need
 - b. Enclosure 23 to COMDTINST M4200.13F
 - ☒ c. JOTFOC
 - d. None of the above.
- 3. PRs for construction requests are limited to _____.
 - a. \$1,800.00
 - ☒ b. \$2,000.00
 - c. \$2,200.00
 - d. \$2,500.00
- 4. The PR limit value for ordering supplies and services is _____.
 - a. \$1,800.00
 - b. \$2,000.00
 - c. \$2,200.00
 - ☒ d. \$2,500.00

Chapter 13 – Personnel Systems

♦ Page E5-106 [Requirement 13-5.01-P]

Select the appropriate answer to the following questions.

1. To be eligible for the Servicewide Exam (SWE), you must _____.
 - a. Be in your rate for a required period of time
 - b. Have your CO's recommendation
 - c. Have successfully completed the End of Course test
 - d. All of the above
2. The reason(s) members are not ranked in the SWE process where they thought they should be is usually because there was _____.
 - a. Inaccurate award points
 - b. Inaccurate sea duty points
 - c. Missing data
 - d. All of the above
3. Failure to carefully review your Personal Data Extract could possibly result in _____.
 - a. A reprimand from your supervisor
 - b. Loss of pay
 - c. Ineligibility for the SWE
 - d. None of the above
4. Your PDE includes _____.
 - a. Time in pay grade
 - b. Time in service
 - c. Creditable sea time
 - d. All of the above

Chapter 15 – Safety

♦ Page E5-120 [Requirement 15-5.01-P]

Answer the following questions by selecting True or False.

- ☒ True 1. Any machine part, function, or process that could cause injury must have safeguards in place.
- ☐ False
- ☒ True 2. Hand and power tools are dangerous because most people don't know how to use them.
- ☒ False
- ☐ True 3. A Closed Compartment Opening Request Form is required to open confined spaces.
- ☒ False
- ☐ True 4. Examples of permit-required confined spaces on cutters and other vessels include wing tanks, fuel cells, APO spaces, and center tanks.
- ☐ False
- ☒ True 5. Flywheels, shafts, generators, and clutches are all common moving parts found in a machinery space.
- ☐ False
- ☐ True 6. A lockout/tagout system is not necessary when deenergizing and security electrical equipment.
- ☒ False
- ☐ True 7. In certain instances, it is permissible for a person to work on electrical equipment alone.
- ☒ False
- ☒ True 8. Personal protective equipment is required when handling flammable or toxic materials.
- ☐ False
- ☐ True 9. Universal Precautions is an infection control approach developed by the Coast Guard that assumes every direct contact with body fluids is potentially infectious.
- ☒ False
- ☐ True 10. Completing a Man Aloft Chit before sending a person to work afloat is optional.
- ☒ False
- ☐ True 11. When using a stage for a person working over the side, rigging a manrope to one end is optional.
- ☒ False
- ☒ True 12. Each unit is required to have a written plan for the decontamination of biohazardous material.
- ☐ False

Chapter 15 – Safety (continued)

♦ Page E5-126 [Requirement 15-5.02-P]

You are getting ready to perform a safety inspection of your workspace at your shore station. Select the most appropriate checklist for each item.

Safety Inspection

- D** 1. Ascertain if a qualified person maintains and tests the fire detection system.
- G** 2. Ensure that guards are in place for fan blades whose periphery is less than 7 feet above the floor or working level.
- F** 3. Ascertain if MSDSs are maintained for all applicable materials procured and utilized.
- B** 4. Check if ladders used by personnel working on live conductors have non-conductive side rails.
- E** 5. Look to see if side rails used as climbing aids have adequate gripping and are free of sharp edges.
- A** 6. Check if all floors are free from protruding nails, holes, splinters, and loose boards,
- C** 7. Look to see if a plan is in place for specifying unit actions in event of fires, medical emergencies, bomb threats, hazardous materials releases, etc

Checklist

- A. Aisles, Passageways, and Floors Checklist (Shore)
- B. Electrical Safety-Related Work Practices Checklist (Shore)
- C. Emergency Action Plan Checklist (Shore)
- D. Fire Department Operation Evaluation Checklist (Shore)
- E. Fixed Ladders Checklist (Shore)
- F. Hazard Communication Checklist (Shore)
- G. Machine and Moving Mechanical Parts Checklist (Shore)

Chapter 15 – Safety (continued)

♦ Page E5-127 [Requirement 15-5.02-P]

You are getting ready to perform a safety inspection of your workspace on your cutter. Select the most appropriate checklist for each item

Safety Inspection

- B** 8. Ascertain if air flasks are recertified, including hydrostatic testing every ten years
- F** 9. Ensure that the point of operation on cutters, shears, and portable and power tools is guarded
- D** 10. Ascertain if personnel are being made aware of potential health hazards associated with particular materials/chemicals.
- G** 11. Check if backflow preventers are installed where hoses are connected to the ship's potable water system.
- A** 12. Look to see if battle lanterns are installed and properly directed in the vicinity of switchboards.
- E** 13. Ensure that luminescent tape is installed on the lower half of the escape ladders.
- C** 14. Make sure that battle lanterns are being inspected, tested, and the tests/inspections documented quarterly.

Checklist

- A. Electrical Safety Checklist (Vessel)
- B. Engineering Checklist (Vessel)
- C. Fire Safety Checklist (Vessel)
- D. Hazard Communication Checklist (Vessel)
- E. Ladder Safety Checklist (Vessel)
- F. Machine and Moving Mechanical Parts (Vessel)
- G. Potable Water Checklist (Vessel)

Chapter 17 – Communicating

♦ Page E5-134 [Requirement 17-5.01-P]

Select the effective traits and behaviors of a good presenter.

1. Steady eye contact with audience members who appear most interested.
2. Avoid making gestures with hands.
3. **Neat, professional appearance.**
4. **Avoid use of technical jargon.**
5. Casual posture, with hands in pockets.
6. Same presentation pace, regardless of content.
7. Steady voice tone.
8. **Enthusiastic attitude.**

♦ Page E5-138 [Requirement 17-5.02-P]

Select all that apply to answer the following question.

You can search for forms by:

1. Series
2. **Number**
3. Service
4. **Title**
5. Date created
6. Size

Chapter 17 – Communicating (continued)**♦ Page E5-142 [Requirement 17-5.02-P]**

Select the appropriate letter for the following definitions from the options listed

Definition

- A** 1. Written communication that is permanent, exceeds 25 pages, and must be reviewed annually and canceled when no longer applicable.
- C** 2. Written communication transmitted via the Coast Guard Message System; contents are urgent in nature.
- D** 3. Written communication that has continuing reference value or that requires continuing action.
- B** 4. Written communication that contains one-time or brief information; automatically cancelled in 12 months if earlier cancellation date not specified

Publications or Directives

- A. Manuals
B. Notices
C. Message–Type Notices
D. Instructions

Based on your knowledge of directives, identify the correct directive component.

Directive Component

- C** 5. COMDT
- B** 6. INST
- A** 7. 16750
- D** 8. 8A






Indicates...

- A. SSIC
B. Directive Type
C. Originator
D. Version

Chapter 17 – Communicating (continued)

♦ Page E5-153 [Requirement 17-5.02-P]

Enter the letter of the icon that matches its use.

Icon	<i>Icon Use</i>
<u>D</u> 1. 	A. Characteristics Data Response B. Next View C. Context Help D. On-line User's Guide E. Navy Interactive Query
<u>E</u> 2. 	
<u>C</u> 3. 	
<u>B</u> 4. 	
<u>A</u> 5. 	

♦ Page E5-163 [Requirement 17-5.02-P]

Choose the correct response for the following question.

1. To sign in to Direct Access, type _____.
 - a. ~~www.uscg.mil/hq/psc/cghrms/vids/Signin.htm~~
 - b. cgweb.uscg.mil/g-w/psc/Direct-Access/
 - c. ~~www.uscg.mil/hq/psc/cghrms/vids/pw.htm~~
 - d. ~~www.uscg.mil/directaccess~~

♦ Page E5-164 [Requirement 17-5.02-P]

Select three types of classified messages.

1. **Secret**
2. ALCOAST
3. ALCGCIV
4. **Top Secret**
5. **Confidential**



Petty Officer (E-6) Requirements

Chapter 1

No E-6 level knowledge or performance requirements for this chapter.

Chapter 2

No E-6 level knowledge or performance requirements for this chapter.

Chapter 3

No E-6 level knowledge or performance requirements for this chapter.

Chapter 4

No E-6 level knowledge or performance requirements for this chapter.

Chapter 5

No E-6 level knowledge or performance requirements for this chapter.

Chapter 6

3 Categories
6-6.01-K
Page E6-1

Chapter 7

No E-6 level knowledge or performance requirements for this chapter.

Chapter 8

No E-6 level knowledge or performance requirements for this chapter.

Chapter 9

**Authority & Responsibility
Limitations 9-6.01-K
Page E6-8**

Chapter 10

**Administrative Remarks Form
10-6.01-P
Page E6-12**

**Next Pay Grade Requirements
10-6.02-P
Page E6-15**

**Award Recommendation
10-6.03-P
Page E6-21**

Chapter 11

**Substance Abuse Policies
11-6.01-K
Page E6-25**

**Commandant's Policies
11-6.02-K
Page E6-37**

Chapter 12

**Reserve Duty Status Categories
12-6.01-K
Page E6-48**

**Work Center Library
12-6.01-P
Page E6-54**

Chapter 13

No E-6 level knowledge or performance requirements for this chapter.

Chapter 14

**Operational Risk
Management Process
14-6.01-K
Page E6-58**

Chapter 15

**Mishap Reporting Procedures
15-6.01-K
Page E6-63**

Chapter 16

No E-6 level knowledge or performance requirements for this chapter.

Chapter 17

Correspondence
17-6.01-P
Page E6-72

Message Format
17-6.02-P
Page E6-78

Chapter 6

3 Categories

6-6.01-K

COMPREHEND the three (3) categories of the Coast Guard's 21 Leadership Competencies, as presented in the E-PME Study Guide.

- Self
- Working with Others
- Performance.

Leadership Categories



The three categories of leadership competencies that you must comprehend are:

- **Self.** An understanding of self and one's own abilities, personality, values, preferences, and potential as a Coast Guard member is fundamental to successful leadership development.
- **Working with others.** A leader cannot act alone. Leadership involves working with and influencing others to achieve common goals. Coast Guard people interact with others in many ways, whether as supervisor, mentor, manager, team member, team leader, peer, or subordinate. Positive professional relationships provide a foundation for the success of our Service.
- **Performance.** Coast Guard people constantly face challenges in mission operations. It takes a high level of job performance in order to meet these challenges.

Leadership Competencies

Within the categories of Self, Working with Others, and Performance, the Coast Guard identifies 21 competencies. These competencies are consistent with our missions, workforce, and core values of *Honor, Respect, and Devotion to Duty*.

Self

An understanding of self and one's own abilities, personality, values, preferences, and potential as a Coast Guard member is fundamental to successful leadership development.

Seven competencies are associated with the **Self** category. They are classified in the table that follows.

SELF CATEGORY	
Competency	Description
Accountability and Responsibility	<ul style="list-style-type: none"> • Understand the Coast Guard's character and structure as a military service committed to being Always Ready. • Recognize and use the chain of command appropriately. • Understand the impact of your behavior on others, your unit, and the Coast Guard organization. • Take ownership of your areas of responsibility. • Use public resources efficiently.
Aligning Values	<ul style="list-style-type: none"> • Understand and embody the Coast Guard's core values: <i>Honor, Respect, and Devotion to Duty</i>. • Align your personal behavior with the Coast Guard's core values. • Hold peers and subordinates accountable to the core values.
Followership	<ul style="list-style-type: none"> • Understand that all Coast Guard personnel are followers. • Look to leaders for guidance and feedback on your performance. • Seek and accept challenging tasks to learn and develop competence. • Seek to understand others through listening and questioning. • Work with leaders to ensure successful mission accomplishment.
Health and Well-being	<ul style="list-style-type: none"> • Promote a safe work environment for yourself and others. • Recognize and manage stress. • Set a personal health example, emphasizing physical fitness and emotional strength. • Encourage others to maintain health and well-being.
Personal Conduct	<ul style="list-style-type: none"> • Personify high standards of honesty, integrity, trust, openness, fairness and compassion. • Be self-motivated, professional, and results-oriented. • Have confidence in your own abilities and ideas. • Learn your strengths and weaknesses. • Use position and personal power appropriately.

Table continued on the next page.

Table continued from the previous page.

SELF CATEGORY	
Competency	Description
Self Awareness and Learning	<ul style="list-style-type: none"> • Seek opportunities for self-development and lifelong learning. • Choose to learn and grow from experience. • Adapt your behavior and work methods to changing conditions and unexpected obstacles. • Seek feedback on your personal and professional strengths and areas for improvement. • Learn to manage your time effectively
Technical Proficiency	<ul style="list-style-type: none"> • Be prepared: learn, develop, and demonstrate technical and functional expertise in your areas of responsibility. • Understand how your skills and actions contribute to mission readiness and performance. • Keep current on technological advances. • Effectively organize and prioritize tasks.

Working with Others

A leader cannot act alone. Leadership involves working with and influencing others to achieve common goals. Coast Guard people interact with others in many ways, whether as supervisor, mentor, manager, team member, team leader, peer, or subordinate. Positive professional relationships provide a foundation for the success of our Service.

Seven competencies are associated with the **Working with Others** category. They are classified in the table that follows.

WORKING WITH OTHERS CATEGORY	
Competency	Description
Influencing Others	<ul style="list-style-type: none"> • Motivate others to achieve desired outcomes by directing, coaching, and delegating, as the situation requires. • Recognize the importance of building professional relationships. • Develop networks of contacts and colleagues. • Establish rapport with key players. • Empower others by delegating power and responsibility and hold them accountable. • Gain cooperation and commitment from others.

Table continued on the next page.

Table continued from the previous page.

WORKING WITH OTHERS CATEGORY	
Competency	Description
Respect for Others and Diversity Management	<ul style="list-style-type: none"> • Understand and support the Coast Guard's commitment to have respect for every individual in the workplace. • Recognize and promote the value of diversity. • Foster an environment that supports diverse individuals and perspectives, fairness, dignity, compassion, and creativity in the workplace.
Looking Out for Others	<ul style="list-style-type: none"> • Recognize the needs and abilities of others, particularly subordinates. • Ensure fair and equitable treatment. • Provide opportunities for professional development. • Recognize and reward performance. • Support and assist others in professional and personal situations.
Effective Communication	<ul style="list-style-type: none"> • Learn to express facts and ideas succinctly and logically. • Be an active and supportive listener. • Encourage open exchange of ideas. • Communicate face-to-face when possible. • Write clearly and concisely. • Speak effectively before an audience. • Distinguish between personal and official communication situations and act accordingly.
Group Dynamics	<ul style="list-style-type: none"> • Build commitment, pride, team spirit, and strong relationships. • Recognize and contribute to group efforts. • Foster group identity and cooperation. • Motivate and guide others toward goal accomplishment. • Consider and respond to others' needs and capabilities.
Leadership Theory	<ul style="list-style-type: none"> • Study and understand different leadership theories and styles. • Work with subordinates to develop their leadership knowledge and skills. • Adapt leadership approaches to meet varying situations including crises.
Mentoring	<ul style="list-style-type: none"> • Assist others in their development by sharing your experience and knowledge. • Provide feedback to others on their leadership and career development. • Help others identify professional goals, strengths, and areas for improvement.

Performance

Coast Guard people constantly face challenges in mission operations. It takes a high level of job performance in order to meet these challenges.

The **Performance** category consists of seven leadership competencies. These competencies are classified in the table that follows.

PERFORMANCE CATEGORY	
Competency	Description
Vision Development and Implementation	<ul style="list-style-type: none"> • Set and work toward a vision for your unit, division, or department in line with the Coast Guard's overall vision, missions, strategy, and values. • Establish and clearly communicate objectives. • Initiate action and provide support and systems to achieve goals. • Manage and champion organizational improvement.
Customer Focus	<ul style="list-style-type: none"> • Focus on external requirements. • Actively seek feedback and suggestions and encourage others to do the same. • Ensure internal and external customers' needs are met.
Decision-making and Problem-solving	<ul style="list-style-type: none"> • Learn to identify and analyze problems under normal and extreme conditions. • Learn to consider and assess risks and alternatives. • Use facts, input from systems, input from others, and sound judgment to reach conclusions. • Learn to lead effectively in crisis, keeping focus on key information and decision points. • Commit to action; be as decisive as a situation demands. • Involve others in decisions that affect them. • Evaluate the impact of your decisions.
Conflict Management	<ul style="list-style-type: none"> • Encourage open communication about controversial issues. • Promote collaboration to manage contention. • Confront conflict constructively to minimize impact to self, others, and the organization.
Performance Appraisal	<ul style="list-style-type: none"> • Use goal setting, delegation, and effective communications to manage performance effectively. • Articulate performance expectations to subordinates. • Coach and provide feedback to subordinates continuously. • Document performance. • Seek out performance expectations for yourself and your unit.

Table continued on the next page.

Table continued from the previous page.

PERFORMANCE CATEGORY	
Competency	Description
Management and Process Improvement	<ul style="list-style-type: none">• Use goals, milestones, and control mechanisms to measure and manage performance.• Evaluate progress and outcomes of current processes.• Seek continuous improvement through periodic assessments.• Improve products and services to meet changing customer needs.
Workforce Management Systems	<ul style="list-style-type: none">• Understand and support civilian and military promotion, advancement, training, assignment, and award systems.• Support personnel working on advancement, special programs, training, and future assignments.• Use formal reward systems to recognize positive performance and development.



Select the correct answer. Correct answers for the exercise are provided at the end of this E-level section.

The 21 leadership competencies are grouped into the three categories of:

- _____ 1. Self, Aligning Values, and Working with Others
- _____ 2. Self Awareness, Influencing Others, and Performance Values
- _____ 3. Self, Working with Others, and Performance
- _____ 4. Self Awareness, Influencing Others, and Performance

Chapter 9

Authority and Responsibility Limitations

9-6.01-K

KNOW your limitations of authority and responsibility as a supervisor of enlisted members as it pertains to the following, as presented in the E-PME Study Guide.

- Extra Military Instruction (EMI)
- Withholding of Privileges
- Search and Seizure.

Limitations and/or Responsibilities

As a supervisor, you have certain responsibilities to ensure the rights of the people you supervise are not violated. When standards of conduct come into question, your limitations and responsibilities fall into three distinct areas:

- Extra military instruction
- Withholding of privileges
- Search and seizure.

Extra Military Instruction Responsibilities

As a supervisor, you are responsible for making sure Extra Military Instruction (EMI) is not abused or used as punishment. EMI may be assigned only if it is genuinely intended to accomplish specific task improvement.

EMI is:

- Additional instruction in a phase of military duty where an individual is deficient
- Intended for, and directed toward, the correction of that deficiency
- A legitimate training technique to improve an individual's duty performance and efficiency.

EMI is not to be used as a substitute for judicial (court-martial) punishment or non-judicial punishment (NJP). It must be logically related to the deficiency in performance for which it was assigned.

***Extra Military
Instruction
Responsibilities
(continued)***

As a supervisor, you are responsible for ensuring:

- EMI lasts only for two hours or less per day
- EMI is only for the period of time it takes to correct the performance deficiency for which it was assigned...no longer
- EMI is assigned on a day that is not the enlisted member's Sabbath
- You have the commanding officer's permission if you assign EMI for completion after normal working hours.

EMI does not deprive the enlisted person of normal liberty to which he or she is entitled.

***Withholding of
Privileges***

When behavior problems occur, it is normally an accepted punishment to withhold certain privileges. Most privileges can be withheld. However, there is one exception...

As a supervisor, you CANNOT deprive a person of his or her normal liberty as a form of punishment.

You do have some leeway in the kinds of privileges that you CAN legally withhold. Note that these withheld privileges can apply to you as well as the members you supervise.

Examples of privileges that can be withheld include:

- Special liberty
 - Scheduling of leave during a particular period...however, reasonable opportunity to take annual leave may not be denied
 - Exchange of duty
 - Participation in special command programs
 - Access to base or ship libraries, base or ship movies, or enlisted or officers' clubs
 - Base parking
 - Base or ship special services events
 - Commissary and exchange privileges...provided such withholding complies with applicable rules and regulations, and is otherwise in accordance with the law.
-

***Search and
Seizure***

Searches and the subsequent seizure of items can be conducted under two different circumstances:

- When probable cause exists
 - When probable cause is not required.
-

*“Probable Cause”
Search and Seizure
Limitations*

Note that there are limitations to probable cause search and seizures under rules for court-martial 315. Under this rule, in order to perform probable cause searches, a petty officer must be performing the following duties:

- Military police
- Guard
- Shore patrol
- Investigative duties.

Under 315, a search authorization by a commanding officer or judge must have been granted.

Persons conducting probable cause searches should request consent prior to requesting search authorizations. If sufficient time to obtain a search authorization would result in the destruction or disposal of evidence, a probable cause search may be conducted.

*Probable Cause Not
Required Search
and Seizures
Limitations*

Under rules for court-martial 314, enlisted personnel must be in the performance of military law enforcement duties in order to conduct searches and seize property or evidence.

NOTE: Under rules for court-martial 316, any evidence obtained as a result of these searches is admissible.



Match the limitation of authority as a supervisor with the appropriate item. Correct answers for the exercise are provided at the end of this E-level section.

Limitation of Authority		Basics
_____	1. Probable Cause Search	A. Must be performing military police, guard, shore patrol or investigative duties
_____	2. Extra Military Instruction Responsibilities (EMI)	B. Must be intended to improve specific task performance
_____	3. Withholding of Privileges	C. Denying participation in special programs

Chapter 10

Administrative Remarks Form

10-6.01-P

SUBMIT an Administrative Remarks Form (CG-3307) to your supervisor for review on the following Performance and Discipline behaviors, as presented in the E-PME Study:

- **General - Positive**
- **General – Negative.**

Administrative Remarks Sheet (CG-3307)

The CG-3307 is used to add narrative explanations to other evaluation forms. These explanations are called Administrative Remarks. There are seven different "types" of Administrative Remarks that may be entered on a CG-3307:

1. Accession
2. Assignment and Transfer
3. Advancement and Reduction
4. Performance and Discipline (P&D)

NOTE: There are 33 types of P&D entries. Includes indebtedness, non-support of dependents, general (positive/negative), evaluations, good conduct eligibility, and weight.

5. Separation
6. Selective Reenlistment Bonus
7. Selective Reserve (SELRES) Enlisted Bonus Programs.

In general, each type of CG-3307 entry consists of the following information:

- The reference providing the requirement to complete the CG-3307 entry.
- The responsible level for completing the entry, i.e., PERSRU or Unit.
- The entry itself. The entry should be modified to fit the circumstances as necessary.
- When and where applicable, a member's acknowledge entry.

General – Positive Entry

One of the more common entries made is the General – positive entry. This entry is used to append a statement of commendation for an enlisted persons performance review.

General – Negative Entry

Another common entry made is the General – negative entry. This entry is used to document poor performance in conjunction with an employee review.

CG-3307 Distribution

The CG-3307 must be distributed through proper channels in a reasonable time frame. The original CG-3307 is filed in the PERSRU PDR, and a copy is mailed to Commander (CGPC-adm-3) for electronic imaging into the Headquarters PDR.

There are two exceptions to the distribution of CG-3307s:

- Member counseling receipts replace CG-3307s when completing evaluations in Direct Access.
- The original CG-3307s remaining at the time of separation/reenlistment must be attached to either the original Discharge and Reenlistment Contract or DD-214 as directed in COMDTINST M1080.10 (series).

For this performance requirement, complete a positive and negative Administrative Remarks Form (CG-3307) and present to your supervisor for review. Form CG-3307 can be found in the USCG Forms Library.



Match the input information with the appropriate location on the CG-3307. Correct answers for the exercise are provided at the end of this E-level section.

Input Information	CG-3307 Location
<div data-bbox="292 730 381 745">_____</div> 1. Entry	A. COMDINST B. General-negative C. Performance and Discipline (P&D-7) D. Unit E. Seaman Jones was counseled for...
<div data-bbox="292 808 381 823">_____</div> 2. Reference	
<div data-bbox="292 865 381 879">_____</div> 3. Responsible level	
<div data-bbox="292 934 381 949">_____</div> 4. Entry type	
<div data-bbox="292 993 381 1008">_____</div> 5. Date	

Next Pay Grade Requirements

10-6.02-P

INSTRUCT personnel on the current requirements to compete for advancement to their next pay grade, as presented in the E-PME Study Guide.

Enlisted Advancement System



One of the most important subjects for Coast Guard enlisted members is the advancement system. Supervisors need to ensure that those in their charge understand all the requirements to be advanced.

The Coast Guard Personnel Manual, COMDTINST M1000.6 (series), Chapter 5, Section C, contains *all* the information and requirements concerning the enlisted advancement:

- Policy
- Procedures
- Requirements.

All enlisted personnel, especially supervisors, should be intimately familiar with the contents.

Everyone shares responsibility when the advancement of personnel are concerned. In fact, specific responsibilities are identified throughout the chain of command.

Coast Guard Members

CG members are responsible for ensuring they are eligible in all respects for advancement.

All the requirements for enlisted advancements are contained in Chapter 5, Section C of the Personnel Manual. **That information is untestable.**

Supervisors

Supervisors are responsible for assisting their people to understand the enlisted advancement system.

Junior personnel depend on their supervisors to look out for them and point them in the right direction when they need answers. Supervisors need to work with, coach, and mentor their people to reduce or eliminate ignorance of the of the advancement system's requirements.

Commanding Officers

Commanding officers ensure all information on the enlisted advancement process is available to members at their commands.

They are responsible for the timely evaluation of assigned personnel, submitting recommendations, and coordinating with examination boards to ensure that every eligible and recommended candidate for advancement can compete.

Personnel Command

CG Personnel Command is responsible for the overall administration of the enlisted advancement system.

Areas, Districts, and MLC

Areas, Districts, and MLCs are responsible for monitoring the administrative procedures of subordinate commands to ensure compliance with requirements of the enlisted advancement system.

Personnel Service Center(PSC)

PSC is responsible for the preparation, printing, distribution, accountability, and scoring of the Servicewide Examinations. It is also the single point of contact for all SWE inquiries, corrections, and waivers.

Requirements

Naturally, there are requirements that must be met in order for a Coast Guard member to advance. The requirements are:

- General requirements
 - Special requirements
 - Waivers to requirements
 - Circumstances that prevent advancement.
-

General Requirements

There are several general requirements that must be met by all personnel to advance to the next higher grade. These general requirements are:

- Complete all required rating performance qualifications for the next higher pay grade
- Complete all required E-PME performance requirements for the next higher pay grade
- Successfully complete all required rating correspondence courses and pass the end-of-course-test for the next higher pay grade.
- Meet Time in Service (TIS) and/or pay grade requirements.

Advancement to:	Minimum Active Service Requirements
E-1 to E-2	May be effected upon recommendation of his or her Commanding Officer
E-2 to E-3	Six months in pay grade E-2 or satisfactory completion of Class “A” School
E-3 to E-4	Six months in pay grade E-3
E-4 to E-5	Six months in pay grade E-4 in current rating
E-5 to E-6	Twelve months in pay grade E-5 in current rating
E-6 to E-7	Article 5.C.5
E-7 to E-8	Article 5.C.5
E-8 to E-9	Article 5.C.5

In addition to the requirements listed in the table, the following TIS requirements also apply:

- Two years in present pay grade is required to be advanced each step from E-6 through E-9.
- In addition, E-8 advancement requires 10 years minimum active service, while E-9 advancement requires 12 years minimum active service.

For some ratings, it is required that the candidate:

- Successfully complete the appropriate class “A” service school
- Successfully complete the Striker course in lieu of class “A” service school
- Meet citizenship or security clearance requirements.

Special Requirements

In addition to the general requirements for advancement, some ratings have unique requirements that must be met for advancement to be awarded. These special requirements are presented below.

- **Sea Duty.** Some ratings require a minimum amount of sea duty for advancement to certain pay grades. Chapter 5.C.15.c. in the Personnel Manual contains the list of sea duty requirements per rating.
- **Vision/Hearing.** Chapter 5.C.12.a. in the Personnel Manual contains the list of ratings that has the requirements for color perception and normal hearing. That information is **untestable**.
- **E-7 Advancement.** Members advanced to E-7 on or after 01 Jan 1999 must successfully complete either the Coast Guard CPO Academy, or other DOD senior enlisted academy, in order to compete on the E-8 servicewide exam. Those advanced to E-7 prior to 01 Jan 1999 do NOT have to meet this requirement, but are encouraged to attend one of these schools.
- **Boatswain Mates.** To participate in the BMCS or BMCM service wide exam, the member must be currently certified and qualified to command afloat and ashore, or be a Surfman (SJ, SK or SM) certified and qualified to command ashore.

Waivers to Requirements

If circumstances dictate it, the general and special requirements for advancement can be waived. Personnel Manual 5-C.4.g states the procedure for applying for and granting a waiver.

Applying for and Granting a Waiver

PSC(adv) is the single point of contact for all request for waivers of advancement requirements and deadlines. Waivers should be requested only if unusual circumstances, administrative error, last-minute operational schedule changes, etc., result in the member being ineligible through no fault of the member.

Prior to submitting a waiver, the command must ensure that the member did everything reasonably expected to ensure eligibility prior to the eligibility deadline.

NOTE: These waivers must be requested well in advance of service wide exam competition, and in conjunction with the verification of the Personal Data Extract (PDE).

Circumstances that Prevent Advancement

Advancement is not guaranteed, even if all the general requirements are met. Circumstances could prevent an enlisted person from advancing. These circumstances include:

- Unsatisfactory mark in conduct. (E-4 and E-5 advancements require 12 consecutive months of satisfactory conduct. E-6 and above advancements require 24 consecutive months of satisfactory conduct.)
- Confinement.
- Approved retirement requests.
- Exceeding maximum approved weight limitations.
- Selected for advancement to chief warrant officer.
- Does not have advancement recommendation from commanding officer.
- Minimum evaluation score.

Frocking

Section 632, Title 14, U.S. Code, gives the Commandant authority to frock Coast Guard enlisted personnel. Enlisted members above the cutoff on the current Advancement Eligibility List may be considered for “frocking” when the higher rate is:

- Necessary to clearly establish the individual’s position when reporting to another agency/service for duty.
- Necessary to ensure that the individual would be assigned Government quarters commensurate with the rate in which he or she would be serving.
- A significant factor in establishing the individual’s stature, thereby enhancing the ability to carry out his or her duties successfully.

When “frocked,” a Coast Guard member assumes the new rank. However, he or she doesn’t receive the higher rate pay until the advancement is actually released.

NOTE: The Commandant designated CGPC-epm-2 as the sole authority for frocking of enlisted personnel.

For this performance requirement, provide instruction on the current advancement requirements needed for persons/personnel at your unit and submit to your supervisor for review.



Select the appropriate answer to the following questions. Correct answers for the exercise are provided at the end of this E-level section.

1. To ensure your people are fully versed in advancement requirements, you would suggest they become familiar with the requirements in COMDTINST M1000.6 (series).
 - a. Chapter 1 (all)
 - b. Chapter 5, Section C
 - c. Chapter 8, Section D
 - d. Chapter 9, Sections C & D
2. Select two circumstances that could prevent promotion.
 - a. Prior promotion
 - b. Approved retirement request
 - c. Frocking
 - d. Gender
 - e. Confinement

Award Recommendation

10-6.03-P

PREPARE an award recommendation on a Coast Guard member and submit it to your supervisor for review, as presented in the E-PME Study Guide.

Award Recommendation Preparation

As a Coast Guard leader, you can recognize outstanding performance of members by recommending them for awards. This recommendation is formalized and submitted on CG1650.pdf (found in USCGForms).

Preparing the award recommendation is a seven-step process.

1. Gather performance data on the Coast Guard member
2. Develop a performance bullet
3. Decide on the level of award
4. Draft the citation
5. Edit the citation
6. Complete CG1650.pdf
7. Submit the award package.

Gather Performance Data

For your recommendation to be seriously considered, support your recommendation with specific facts, events, and data. Locate PDR entries (i.e., Page 7s) and informal documentation. You can also conduct interviews with:

1. Chain of command
2. Peers/subordinates
3. Other witnesses.

Develop a Performance Bullet

Create a bullet that states the impact of the action(s) on the Coast Guard. Develop the impact statement into a simple, concise sentence. State what was done, how it was done, and the impact it made on the Coast Guard.

Select 3 to 5 significant accomplishments and quantify each action with its subsequent result.

Decide on Level of Award

Determine the award for recommendation. A summary of action is not required for the CG Achievement and CG Commendation medals. However, a one-page summary of action is required for the Meritorious Service medal.

Draft the Citation

When drafting your citation, follow these suggestions:

- Refer to the proper award manual for opening and closing verbage for each award and copy exactly as shown.
 - Use the impact statement developed in Step 2 to create the body of the citation.
 - Always capitalize the member's LAST NAME and spell out the rate or rank.
 - Spell out abbreviations the first time used in the citation.
 - Read the citation aloud to someone to make sure it sounds and flows what you want.
-

Edit the Citation

Follow these suggestions to edit your citation text:

- Read once to match the points with supporting information.
 - Organize the information into powerful well-connected sentences.
 - Read again to delete all unnecessary words.
 - Check your grammar, spelling, punctuation, and capitalization.
 - Have a co-worker read the citation. Address any feedback.
-

Complete CG1650.pdf

To process the award recommendation, complete blocks 1 through 19 of the Coast Guard Award Recommendation form. For a team award, include all team members' names and SSNs.

Submit the Award Package

Submit the award package to the appropriate Awards Board via your chain of command. Follow your local award submission procedure.

Additional Resources

The following references provide the opening and closing paragraphs for the citation text, as well as additional information on the award process.

The following information can be accessed at this (untestable) web site:

<http://www.uscg.mil/ccs/cit/cim/directives/welcome.htm>

- COMDTINST M1650.25C for military personnel
- COMDTINST M12451.1 for civilian personnel
- COMDTINST M16790.1 for auxiliarist personnel
- COMDTINST P1650.27, Rewards and Recognition Handbook

The following information can be accessed at this (untestable) web site::

<http://www.uscg.mil/hq/g-w/g-wt/g-wtl/award>

- Award Writing Made Easy
-



Place these steps in the correct order. Correct answers for the exercise are provided at the end of this E-level section.

- _____ 1. Draft the citation.
- _____ 2. Edit the citation.
- _____ 3. Gather performance data on the Coast Guard member.
- _____ 4. Submit the award package.
- _____ 5. Develop a performance bullet.
- _____ 6. Decide on the level of award.
- _____ 7. Complete CG1650.pdf.

Chapter 11

Substance Abuse Policies

11-6.01-K

COMPREHEND the current policies and responsibilities regarding the following direct supervision, as presented in the E-PME Study Guide.

- Coast Guard drug and alcohol policies
- Addiction Prevention Specialist (APS)
- Command Drug and Alcohol Representative (CDAR)
- How to recognize suspected alcohol abuse
- Alcohol situations
- Alcohol incidents
- Coast Guard-required drug and alcohol training
- Alcohol Abuse Prevention Programs.

Current Alcohol and Substance Abuse Policies

The Coast Guard's drug and addiction policies and procedures in place to deal with addiction among its members are discussed in this section.



Coast Guard Drug and Alcohol Policies

It is Coast Guard policy that drug and alcohol abuse will not be tolerated as it undermines morale, mission performance, safety, and health. The possession, use, or distribution of illegal drugs constitutes a serious breach of discipline. Awareness and education, coupled with positive leadership at all levels, are the basic tools to eliminate drug and alcohol abuse in the Coast Guard.

***Coast Guard
Drug and Alcohol
Policies
(continued)***

The Coast Guard Substance Abuse Prevention Program has three goals/objectives:

1. Reduce the incidence of substance and alcohol abuse by Coast Guard members
2. Detect and separate those members who abuse, traffic in, or unlawfully possess drugs
3. Facilitate the rehabilitation of active duty members for further useful service in the Coast Guard.

Drug and alcohol abuse is discussed in more detail in Requirement 11-3.02-K.

**Addiction
Prevention
Specialist**

Addiction Prevention Specialists (APSs) are Maintenance and Logistics Commands (MLC) personnel assigned to detached duty at major headquarters commands. APSs serve as full-time addiction prevention facilitators. Their primary duties include:

- Conducting and assisting other command CDARs (including Reserve units) in developing and conducting general alcohol awareness and Substance Abuse Free Environment (SAFE) awareness training programs
- When stationed at Training Center Cape May, Reserve Training Center Yorktown, or the USCG Academy, provide recruits, officer candidates, direct commission officers, and cadets with abuse policies, surveys or screen tests, and prevention-based educational programs.

NOTE: The APS is NOT to be assigned CDAR duties.

- **Abuse Policies.** Recruits, officer candidates, direct commission officers, and cadets are given an initial orientation on Coast Guard abuse policies and the effects of substance abuse within the Coast Guard.
- **Surveys and Screening Tests.** Recruits, officer candidates, direct commission officers, and cadets are given an initial survey or screen test to assist in identifying personnel who are at risk for substance abuse.

***Addiction
Prevention
Specialist
(continued)***

- **Prevention-based Educational Program.** A prevention-based educational program to reduce the risk of future alcohol or other substance misuse for personnel identified as high risk for substance abuse is provided to:
 - ▶ ☐ Recruits
 - ▶ ☐ Officer candidates
 - ▶ ☐ Direct commission officers
 - ▶ ☐ Cadets.
-

***Command Drug
and Alcohol
Representative***

Commanding officers and officers in charge provide support for the Coast Guard's Substance Abuse Prevention Program by appointing and training a Command Drug and Alcohol Representative (CDAR).

CDARs with assistance from the Substance Abuse Prevention Teams (SAPTs) at MLC/PAC and MLC/LANT are tasked with administering the program.

CDARs are responsible for the following tasks:

- Provide assistance to command regarding drug or alcohol abuse prevention information
 - Establish unit prevention plans
 - Hold scheduled annual awareness training for supervisors and all hands
 - Prepare local instructions
 - Provide initial meeting with members identified as having possible alcohol abuse problems or receive an alcohol/drug incident; arrange necessary referrals, including diagnostic screening
 - Coordinate implementation of the mandatory precare/aftercare program with the commanding officer and ensure submission of the follow-up documentation.
 - Obtain treatment and education for personnel as appropriate (ensure listed on unit check-in/out sheet)
 - Keep commanding officers or officer in charge informed of the expected date of return, prognosis, and personal needs (pay, orders, etc.) of members undergoing treatment
 - Assist and provide support for personnel returning to duty from treatment
 - Advise the MLC Substance Abuse Program Representative (SAPR) of all members in this program being transferred to another unit
 - Coordinate the transfer of case files with the SAPR.
-

***Recognizing
Alcohol Abuse***

Part of your duty to the Coast Guard and to your shipmates is to prevent or reduce the level of alcohol abuse and identify those personnel in need of assistance due to alcoholism.

Before you are able to fully carry out this duty, you need to be able to identify if someone is, or has the potential for, becoming an alcohol abuser/alcoholic. The amount of drinking one does, how often one drinks, and whether one can stop drinking from time to time is not a measure of alcoholism.

Determining when social drinking turns into alcoholism is almost impossible. However, one of the best ways to recognize a person who is an alcohol abuser/alcoholic is by asking yourself some informative questions.

Some examples of informative questions are presented on the following two pages. A YES answer to two or more of the questions could indicate alcohol abuse or alcohol dependence.

Observe work-related behaviors for further signs of alcohol abuse/alcoholism and refer to your CDAR as appropriate.

Informative Questions About Alcohol Abuse/Alcoholism

1. ***Has drinking caused the person to miss work?*** Yes ____ No ____

Notice the person's habits of missing work.

- Does the person miss work regularly because of a hangover or "cold" or "flu"?
- Is the person often late for work?
- Does the person often fail to return from lunch?
- Is the person regularly absent on Monday mornings or Friday afternoons?

If the answer to any of these questions is YES, the person may have a drinking problem.

2. ***Has drinking jeopardized the person's job or duty assignment?*** Yes ____ No ____

This symptom is usually a fairly late and serious sign of alcoholism.

3. ***Has drinking made the person's life unhappy?*** Yes ____ No ____

For most alcoholics, home life becomes unhappy. This happens even before they have problems at work.

4. ***Is the person in financial trouble because of drinking?*** Yes ____ No ____

This is a very important sign of alcohol abuse/alcoholism. Many people, no matter how much they earn, may have a standard of living that's below their income because their money is spent on drinking. If yes, this person is on his/her way to becoming alcoholics.

5. ***Does drinking make the person careless?*** Yes ____ No ____

In the later stages of alcoholism, drinking becomes the most important thing in alcoholics' lives. They care less for their own or their family's welfare than they do for their drinking.

6. ***Does the person turn to "less desirable" people and a lower social environment when drinking?*** Yes ____ No ____

Alcoholics tend to drink more than their peers. Since they are looked down upon or criticized, they may socialize with people who have lower moral standards than they do.

7. ***Does the person drink because of shyness or to build self-confidence?*** Yes ____ No ____

While people who drink to bolster their courage before meeting with other people may not be alcoholics, it's a danger signal that they may be on their way to becoming alcoholics.

8. ***Has drinking decreased the person's ambition?*** Yes ____ No ____

Alcohol may change their attitude about their values. Values may become distorted along with their ambitions.

9. ***Does the person drink to get away from troubles?*** Yes ____ No ____

If a person makes a habit of turning to the bottle to get away from troubles and worries, the person has a high potential for becoming an alcoholic.

10. Does the person drink alone? Yes ____ No ____

Drinking alone is not necessarily a sign of being or becoming an alcoholic. Many people who live alone may have a drink or two and never become an alcoholic. However, people who are alcoholics, or are on the way to becoming one, may drink more often alone. They may need more alcohol than others to get the same effect. Therefore, they drink alone before they go out to a bar, for example, so that they will feel the effects more quickly.

11. Has the person ever had a complete loss of memory because of drinking? Yes ____ No ____

This is a **major** sign. Alcoholics may black out after drinking too much. When they wake up, they do not remember anything that happened while they were drunk. How did the dent get in my car? How did I get hurt? Where are my pants? These are some of the questions someone who had a blackout may be unable to answer.

12. Has a doctor ever treated the person for drinking? Yes ____ No ____

A doctor may treat someone for stomach trouble or even a liver disorder but never confront the person with the real cause of the health problem, which may be drinking. If one of your people has health problems, have that person see the medical officer. If you suspect the problem may be alcohol related, tell the medical officer.

13. Does the person feel remorse after drinking? Yes ____ No ____

If the person feels guilty after drinking, then drinking is probably causing problems for the person. This could be the time for you to take action to help the person.

14. Does the person want a drink "the morning after"? Yes ____ No ____

Many people who drink to excess have had a hangover at one time or another. However, when a person with a hangover turns to alcohol as the "cure," that is a good sign of alcoholism. Alcoholics drink not only because they want to, but because they need to.

15. Does drinking cause the person to lose sleep? Yes ____ No ____

Having difficulty sleeping is one of the physical symptoms of heavy alcohol use/abuse.

16. Does the person "hunger" for a drink at a certain time each day? Yes ____ No ____

Some people like to have a drink at a set time each day, before dinner for example, but they really don't mind if they miss it. But some alcoholics depend on a drink at certain times and become uncomfortable or irritable if not able to drink at a given time.

17. Has the person's efficiency decreased because of drinking? Yes ____ No ____

Alcohol decreases a person's judgment and skill. The person can't think or work as well after a few drinks and won't get much done after a few beers for lunch. Also, long term abuse of alcohol damages brain cells, reducing concentration and motor skills.

Alcohol Situations

An alcohol situation is an occurrence where alcohol is involved or present but is not the causative factor for a member's undesirable behavior or performance (i.e., purchasing alcohol for a minor falls under this category).

Members who are involved in alcohol situations not considered as alcohol incidents are to be counseled concerning their abuse of alcohol and informed of the conduct expected of members of the Coast Guard. This counseling must be documented on an Administrative Remarks (CG-3307) form in the member's PDR.

The CG-3307 provides commands with significant background information when considering if disciplinary and/or administrative action should be taken against a member for undesirable behavior or performance influenced by the use of alcohol.

Alcohol Incidents

An alcohol incident involves any behavior that:

- Results in the member's loss of ability to perform assigned duties
- Brings discredit upon the Uniformed Services
- Is a violation of the UCMJ, Federal, state, or local laws where alcohol is determined to be a significant or causative factor.

Continual intemperate use of alcohol may result in disciplinary action and/or administrative separation from the Coast Guard.

PDR (Administrative Remarks [CG-3307]) entries for enlisted personnel (memos for officers) are required reflecting:

- All alcohol incidents
- Disposition made
- A warning that any subsequent alcohol incident is grounds for separation.

Both the commanding officer and the member concerned sign the entry. Additionally, this entry fulfills the requirement for a probationary period when contemplating discharge action.

- **1st Incident Disposition.** Anytime a member is involved in an alcohol incident, he or she will be screened and appropriate action will be taken. Members abusing alcohol, but not involved in an alcohol incident, should be closely scrutinized by the commanding officer and, at the CO's discretion, be considered for screening.

NOTE: Alcohol MUST be consumed to be considered an alcohol incident.

***Alcohol Incidents
(continued)***

- **2nd Incident Disposition.** The member must be screened and the command ordinarily commences discharge procedures, if a member:
 - ▶ ☐ Is involved in a second alcohol incident
 - ▶ ☐ Who is a diagnosed alcoholic begins consuming alcohol after receiving alcohol treatment
 - ▶ ☐ Violates the aftercare plan.

In cases where the commanding officer or officer-in-charge feels that an exceptional situation warrants consideration for a waiver, the member will be screened and a letter request for treatment and retention (including the screening results, CO's recommendation, and treatment plan) will be forwarded via the chain of command to Commandant.

- **3rd Incident Disposition.** Members will be processed for separation who are:
 - ▶ ☐ Involved in a third alcohol incident
 - ▶ ☐ Diagnosed alcoholics who again consume alcohol the second time after receiving alcohol treatment
 - ▶ ☐ Violate their aftercare treatment plan a second time

***CG-required Drug
and Alcohol
Training***

Enlisted recruits, cadets, officer candidates, and direct commissioned officers are given indoctrination briefings on the Coast Guard's drug and alcohol abuse policy. Within seven days of the recruits reporting for training, Drug and Alcohol Representatives address Coast Guard's drug and alcohol abuse policy and the provisions of CG Personnel Manual.

An Administrative Remarks (CG-3307) Personal Data Record (PDR) for enlisted or Coast Guard memo for officers is prepared and signed by all members. This document ascertains that the training has been performed and states the members understand that drug and alcohol abuse is not tolerated in the Coast Guard and is grounds for discharge.

Petty officers, officers, officer candidates, cadets, and civilian supervisors receive annual additional education in:

- Identification of signs of drug and alcohol abuse
- Documentation techniques
- Referral procedures.

***CG-required Drug
and Alcohol
Training
(continued)***

The topics covered by this training include:

- Awareness of the extent of drug and alcohol abuse and its costs to the Coast Guard, the member, and the member's family
- Physical and physiological effects of popular drugs and alcohol
- Coast Guard policy on drug and alcohol abuse.

All unit training plans are to provide annual training for Coast Guard military and civilian personnel in:

- Identification of signs of drug and alcohol abuse
- Coast Guard policy on personnel with drug or alcohol problems
- Alcohol treatment programs available to Coast Guard members
- Drug and alcohol abuse and its effect on members and their families.

***Alcohol Abuse
Prevention
Program***

The Coast Guard provides alcohol abuse prevention and rehabilitation programs on three levels:

Level 1: Awareness Education

Level 2: Outpatient/Intensive Outpatient

Level 3: Residential Rehabilitation Programs

***Level 1: Awareness
Education***

Level 1 awareness education consists of both prevention and intervention efforts such as:

- Discipline
- Inspections
- Awareness education
- Leadership by positive role modeling
- Administrative screening
- Referral
- Medical identification and intervention
- When available, Navy Impact or Coast Guard Basics course

***Level 2: Outpatient
/Intensive
Outpatient***

Outpatient/Intensive outpatient programs provide therapeutic nonresidential counseling and referral. They are designed for those personnel whose degree of abuse or denial requires attention beyond the capacity of Level 1 programs.

This level may be used for referral of persons to Level 3 and for persons waiting for space at a Level 3 facility, but it is designed to treat diagnosed alcohol abusive members.

*Level 2: Outpatient
/Intensive
Outpatient
(continued)*

Programs at all levels consist of:

- Clinical screening and referral
 - Therapeutic nonresidential counseling
 - Outreach assistance
 - Education.
-

*Level 3: Residential
Rehabilitation
Programs*

Residential rehabilitation is designed for those members who meet the following qualifications:

- Are formally evaluated and diagnosed as alcohol dependent by an MD
- Require rehabilitation on a full-time, live-in basis for 4-6 weeks
- Show evidence of potential, in the opinion of their commanding officers, for continued Coast Guard service.

Level 3 care is normally provided at an Alcohol Rehabilitation Center (ARC) or Alcohol Rehabilitation Department (ARD). The length of residential rehabilitation is generally four to six weeks and reflects a multidisciplinary therapeutic approach.

Residential alcohol rehabilitation is normally a one-time opportunity per Coast Guard career. However, when the Coast Guard has a large investment in a person's rehabilitation, the commanding officer may recommend that the person receive a second chance.

Aftercare Program

The recommended recovery from the disease of alcoholism following residential treatment normally requires abstinence from alcohol and attendance at group or 12-step meetings (such as Alcoholics Anonymous, Smart Recovery, or Rational Recovery).

Commanding officers may determine that any instance of alcohol use by a member following residential treatment as failure to complete the program or failure at rehabilitation.

Subsequent to successful completion of a Level 2 or 3 alcohol abuse program and the return of persons to their commands, they will remain in an aftercare status for six months to one year depending on diagnosis.

The nature of the aftercare program varies from case to case. However, most programs include participation in formalized aftercare groups and attendance at two group or 12-step meetings; meeting weekly with the unit CDAR and, if medically authorized, Antabuse therapy.

Antabuse Therapy

Antabuse is a nontoxic drug that interferes when the body metabolizes alcohol. When Antabuse users drink alcohol, they experience a flu-like reaction.

- Within minutes, the face gets hot and red, the whole body flushes, the head throbs, and the person may become dizzy or disorganized.
- Then comes intense nausea, vomiting, sweating, and weakness, followed by prostration.
- Some people become faint or experience chest pains similar to a heart attack.

These symptoms can last from half an hour to several hours, and they are not soon forgotten.

When taken under the direction of a doctor, it's a fairly safe drug. However, with Antabuse in the body, alcohol can cause severe, even dangerous, reactions. Since as little as a teaspoon of alcohol can cause symptoms, an Antabuse user finds cheating, even a little bit, almost impossible.

The drug rarely has adverse side effects. While not a treatment for alcoholism, the drug keeps the alcoholic sober while undergoing treatment.



Select the appropriate answer to the following questions. Correct answers for the exercise are provided at the end of this E-level section.

1. The intent of the Coast Guard Substance Abuse Prevention Program is to _____.
 - a. Promote rehabilitation of active duty members for further useful service in the Coast Guard
 - b. Detect and separate those members who abuse drugs
 - c. Reduce substance and alcohol abuse incidents in the Coast Guard
 - d. All of the above
2. Maintenance and Logistics Commands personnel assigned to detached duty as part of the Substance Abuse Prevention Program are called _____.
 - a. Health Services technicians
 - b. Addiction Prevention Specialists
 - c. Command Drug and Alcohol Representatives
 - d. Assessment screeners
3. A member involved in an alcohol incident is screened the _____ time it occurs.
 - a. first
 - b. second
 - c. third
 - d. fourth
4. Members will be processed for separation after _____.
 - a. Being involved in a third alcohol incident
 - b. Violating their aftercare treatment plan
 - c. Consuming alcohol the second time after receiving alcohol treatment
 - d. All of the above

Match each alcohol-related account with its proper program.

Alcohol-related Account	Program
_____ 1. Alcohol is involved but was not the causative factor for a member's undesirable behavior	A. Alcohol prevention and rehabilitation
_____ 2. A member with an alcohol problem asks for help.	B. Alcohol incident
_____ 3. Awareness education, outpatient and residential care.	C. Alcohol-related situation
_____ 4. A member's inability to perform assigned duties due to alcohol.	D. Self-referral

Commandant's Policies

11-6.02-K

COMPREHEND the Commandant's policies regarding the following, as presented in the E-PME Study Guide:

- **Sexual Harassment Prevention Policy**
- **Interpersonal Relationships Policy**
- **Hazing Policy**
- **Equal Opportunity Policy**
- **Diversity Policy Statement.**

Commandant's Workplace Policies

Coast Guard policy is to sustain a professional work environment that:

- Fosters mutual respect among all personnel
- Bases decisions affecting personnel, in appearance and actuality, on sound leadership principles.

Commanding officers, officers-in-charge, and supervisors are expected to provide an environment that enhances positive interaction among all personnel through education, human relations training, and adherence to core values.

This section addresses the following workplace issues:

- Sexual Harassment Prevention Policy
 - Interpersonal Relationships Policy
 - Hazing Policy
 - Equal Opportunity Policy
 - Diversity
-

Sexual Harassment Prevention Policy All members of team Coast Guard have a responsibility for maintaining high standards of conduct.

Sexual harassment is a form of gender discrimination that involves unwelcomed sexual advances, requests for sexual favors, and other verbal or physical conduct when:

- Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment
- Submission to or rejection of such conduct by an individual is used as a basis of employment decisions affecting such individual
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Sexual harassment violates our core values of ***Honor, Respect, and Devotion to Duty***. No form of sexual harassment will be tolerated. Every commander, commanding officer, officer-in-charge, and supervisor is accountable for maintaining a work environment that does not tolerate sexual harassment.

All Coast Guard personnel are expected to actively support the Commandant's Sexual Harassment policy. This goes beyond merely refraining from practicing negative actions to actively countering such instances when they occur.

Supervisors have major responsibilities in deterring and dealing with sexual harassment. They are responsible to:

- Call to the attention of their personnel the Commandant's Policy on sexual harassment and firmly state that sexual harassment will not be tolerated
 - Incorporate the sexual harassment policy into the indoctrination briefing for new personnel
 - Ensure that their personnel receive Sexual Harassment Prevention training annually
 - Ensure their personnel know the avenues for addressing violations of the sexual harassment policy
 - Immediately investigate and address all allegations of sexual harassment
 - Take disciplinary action when sexual harassment occurs.
-

Interpersonal Relationships Policy

The Coast Guard attracts and retains highly qualified people with commonly shared values of honor, respect, and devotion to duty. These values anchor our cultural and service norms and serve as a common foundation for our interpersonal relationships within the Coast Guard.

Mission success depends on cultivating positive, professional relationships among our personnel. An environment of mutual respect and trust inspires teamwork, assures equal treatment, and grants Service members the opportunity to excel.

Professional interpersonal relationships always acknowledge military rank and reinforce respect for authority. Good leaders understand the privilege of holding rank requires exercising impartiality and objectivity. Interpersonal relationships that raise even a perception of unfairness undermine good leadership and military discipline.

By long standing custom and tradition, commissioned officers, including warrant officers, have leadership responsibilities extending across the Service. Likewise, chief petty officers (E-7 to E-9) have a distinct leadership role, particularly within their assigned command.

Both provide leadership not just within the direct chain of command, but for a broader spectrum of the service. Due to these broad leadership responsibilities, relationships involving officers or chief petty officers merit close attention.

Coast Guard policy on interpersonal relationships has been crafted to be as gender neutral as possible. Positive professional interaction among men and women has proved beneficial to the individuals and the organization in the past.

However, as people work together, different types of relationships arise. Professional relationships sometimes develop into personal relationships

*Acceptable
Personal
Relationships*

Personal relationships, regardless of gender, are acceptable provided they do not, either in actuality or in appearance:

- Jeopardize the members' impartiality
- Undermine the respect for authority inherent in a member's rank or position
- Result in members improperly using the relationship for personal gain or favor
- Violate a punitive article of the Uniform Code of Military Justice (UCMJ).

A relationship, including marriage, does not violate Service policy unless the relationship or the members' conduct fails to meet Coast Guard standards, the standards of conduct set by the UCMJ, or other regulations.

*Unacceptable
Romantic
Relationships*

Romantic Relationships between members are unacceptable when:

- Members have a supervisor and subordinate relationship (including periodic supervision of duty section or watchstanding personnel)
- Members are assigned to the same small shore unit (less than 60 members)
- Members are assigned to the same cutter
- The relationship is between chief petty officers (E-7/8/9) and junior enlisted personnel (E-4 and below)
- The relationship is manifested in the work environment in a way that disrupts the effective conduct of daily business.

The nature of operations and personnel interactions on cutters and small shore units makes romantic relationships between members assigned to such units the equivalent of relationships in the chain of command and, therefore, unacceptable.

This policy applies regardless of rank, grade, or position. It also applies to Reservists in an active status, whether or not on duty.

Prohibited Relationships

Coast Guard policy prohibits the following relationships or conduct, regardless of rank, grade, or position of the persons involved:

- Engaging in sexually intimate behavior aboard any Coast Guard vessel, or in any Coast Guard-controlled work place
- Romantic relationships outside of marriage between commissioned officers and enlisted personnel. (For this purpose, Coast Guard Academy cadets and officer candidates (both OCS and ROCI) are considered officers.)
- Personal and romantic relationships between instructors at training commands and students.

This provision is a punitive general regulation, applicable to all personnel subject to the UCMJ without further implementation. A violation of this provision is punishable in accordance with the UCMJ.

Family Relationships

Service members married to other service members, or otherwise closely related (e.g., parent and child, siblings, etc.), are to maintain requisite respect and decorum attending the official military relationship between them while either is on duty or in uniform in public.

Members married to members or otherwise closely related are not to be assigned in the same chain of command.

Personal Relationships Between Officer and Enlisted

The Coast Guard accepts personal relationships between officer and enlisted personnel, regardless of gender, if they do not violate these provisions.

- Relationships in conflict with these provisions violate the custom of the Service.
- The Service prohibits romantic relationships outside of marriage between officer and enlisted personnel.
- This includes such relationships with members of other military services. Officer and enlisted romantic relationships undermine the respect for authority that is essential for the Coast Guard to accomplish its military mission.
- The Service accepts officer and enlisted marriages that occur before the officer receives a commission.

Lawful marriage between an officer and enlisted service member does not create a presumption of misconduct or fraternization. However, misconduct, including fraternization, is neither excused nor mitigated by subsequent marriage.

Hazing Policy

Hazing, subjecting an individual to harassment or ridicule, is prohibited and will not be tolerated. No service member is to engage in hazing or consent to being hazed. Hazing prevention is an all-hands responsibility.

Hazing is any conduct in which a military member, without proper authority, causes another military member(s) to suffer or be exposed to any cruel, abusive, humiliating, oppressive, demeaning, or harmful activity, regardless of the perpetrator's and recipient's Service or rank. Soliciting or coercing another to conduct such activity constitutes hazing as well. Hazing can also be verbal or psychological in nature as well as physical. Activities meeting these criteria constitute impermissible hazing even if there is actual or implied consent to the acts.

Hazing serves no useful purpose and is contrary to our core values of honor, respect, and devotion to duty; it has no place in our organization. The demeaning, abusive activities associated with hazing inhibit performance, debase personal dignity, and can result in serious injury.

While some observers consider such actions or verbal harassment humorous, hazing really undermines the very morale and esprit de corps it purports to advance.

Our success as an organization depends on the positive and productive attitude and performance of our people. A healthy, positive, professional work environment is essential to enable all our personnel to contribute to mission success. The Coast Guard has no place for dehumanizing treatment. Commands are required to:

- Investigate any hazing incident
- Initiate appropriate administrative or disciplinary action against the perpetrators and those in the chain of command who are determined to have tacitly condoned such practices, either by inaction or neglecting to investigate reported incidents.

Under Coast Guard Regulations, COMDTINST M5000.3 (series), Article 4-1-15, a commanding officer shall "prohibit unit introductory initiations or hazing of personnel."

***Additional
Resource
Information***

For additional information relative to hazing, refer to COMDTINST M5000.3 or access the manual at this (untestable) link:

<http://www.uscg.mil/ccs/cit/cim/directives/welcome.htm>

The information contained in this manual is not testable for this E-PME Study Guide.

Equal Opportunity Policy

Discrimination based on race, color, national origin, sex, age (civilian), disability (civilian), or reprisal for participation in Equal Opportunity (EO) activity is unlawful and is contrary to the principles of sound leadership.

The Coast Guard Civil Rights program, outlined in the Coast Guard Equal Opportunity Program Manual, COMDTINST M5350.4 (series) addresses discrimination and should be viewed as a primary aspect of "mission readiness and accomplishment."

When perceived in this manner, a solid Civil Rights program can help a Coast Guard unit achieve its mission. Whenever a case of discrimination arises, the requirements outlined in the Coast Guard Equal Opportunity Program Manual, COMDTINST M5350.4 (series) must be followed.

The Coast Guard Equal Opportunity Program Manual, COMDTINST M5350.4 (series), is the primary source of information for units when implementing a Civil Rights Program. This manual contains the following topic areas:

- Policies
- Responsibilities of designated officers
- Principle program elements
- Sexual harassment
- Complaint procedures.

The information contained in this manual is not testable for this E-PME Study Guide.

Many people are involved in the facilitation of the Civil Rights program. The program administrators, their responsibilities, and awareness training are discussed here.

*Command Officer
and Officer in
Charge*

Command Officers and Officers in Charge are responsible for executing the Civil Rights programs. They are responsible to:

- Promote equal opportunity and equal treatment of Coast Guard personnel and dependents
- Designate a Collateral Duty Civil Rights Officer
- Establish a Human Relations Council at units of 25 or more full-time personnel
- Ensure that their personnel receive Sexual Harassment Prevention training annually
- Ensure that their personnel receive Human Relations Awareness training through the servicing Equal Opportunity Specialist triennially
- Take prompt/positive action to eliminate discrimination within their unit
- Post names, hours of availability, location, phone numbers and photos of Civil Rights Officers, Equal Opportunity Specialists and Equal Employment Opportunity Counselors on bulletin boards
- Ensure public affairs programs reflect the Coast Guard's commitment to equal opportunity of personnel
- Take appropriate action against individuals who demonstrate discriminatory behavior.

*Collateral Duty
Civil Rights Officer*

The Collateral Duty Civil Rights Officer (CD CRO) is a commissioned officer serving as a department head or higher. At smaller units where there are no commissioned officers, the CD CRO is a member serving as a department head or higher (preferably a Chief Petty Officer).

The CD CRO reports directly to the CO on matters concerning civil rights and supervises the implementation of the civil rights program.

NOTE: The assignment of a CD CRO does not relieve you or anyone else of your basic responsibilities to support the civil rights program.

Equal Opportunity Specialist

The Equal Opportunity Specialist (EOS) is a Coast Guard military member or civilian employee assigned as a full-time equal opportunity counselor to a District or other major command. The EOS is responsible for:

- Investigating informal complaints
- Providing assistance to personnel filing complaints
- Conducting Human Relations Awareness Training.

All EOSs receive formal training at the Defense Equal Opportunity Management Institute (DEOMI).

Human Relations Council

The Human Relations Council (HRC) serves as an active vehicle through which the CO is kept informed of civil rights matters within his or her unit.

All units or commands with 25 or more full-time billets (active duty, civilian, reserve on extended active duty) are required to have a HRC. All units or commands with fewer than 25 full time billets are encouraged to have a HRC or participate in the parent unit's HRC.

The HRC consists of one primary and one alternate representative from each segment of the command. Representatives can be military, civilian, or Auxiliary personnel. A HRC charter is required, either in the form of a unit instruction or included as a section of the unit organization manual, and shall address at a minimum:

- Guidance from the Commanding Officer to the HRC.
 - Frequency and location of meetings.
 - Guidelines for selecting HRC membership.
 - HRC Meeting minutes shall be prepared following each meeting and routed through the command cadre.
-

***Human Relations
Awareness
Training***

The Human Relations Awareness training program provides Coast Guard personnel with training in:

- Human relations awareness
- Military and civilian rights and responsibilities
- Sexual harassment prevention
- Individual responsibility
- Behavioral norms
- The complaint process
- Basic precepts of conflict resolution and methods
- Other topics pertinent to civil rights.

All Coast Guard personnel, military and civilian, are to participate in the training at least triennially.

Diversity

The Coast Guard is committed to a diverse workplace. We continuously strive:

- For a workforce that reflects America
- To promote an environment that places high value on individual dignity, respect, and professional growth.

Diversity, or valuing differences, encourages building a workforce through the uniqueness of all individuals (various personal attributes, values, and organizational roles.) Diversity in the workforce contributes immeasurably to creative thinking and innovation so critical to excellence.

Each member must ensure that his or her actions conform to the spirit and intent of workplace diversity, based on our core values of Honor, Respect and Devotion to Duty.



Answer the following questions by selecting T for True or F for False. Correct answers for the exercise are provided at the end of this E-level section.

- | | |
|---|--|
| <input type="checkbox"/> True
<input type="checkbox"/> False | 1. Members are to receive Sexual Harassment Prevention (SHP) training semi-annually |
| <input type="checkbox"/> True
<input type="checkbox"/> False | 2. It is permissible for a Coast Guard Chief Petty Officer to date a Navy 2nd Lieutenant. |
| <input type="checkbox"/> True
<input type="checkbox"/> False | 3. Members married to members cannot be assigned in the same chain of command. |
| <input type="checkbox"/> True
<input type="checkbox"/> False | 4. Hazing is permitted as long as there is consent to being hazed. |
| <input type="checkbox"/> True
<input type="checkbox"/> False | 5. The Equal Opportunity Specialist is tasked with investigating informal discrimination complaints. |
| <input type="checkbox"/> True
<input type="checkbox"/> False | 6. Diversity in the workforce impacts creative thinking and innovation. |

Chapter 12

Reserve Duty Status Categories

12-6.01-K

COMPREHEND Reserve duty status categories, as presented in the E-PME Study Guide.

Reserve Status Duty Categories

Each member of a Reserve component not counted in the Active component is placed in a Reserve Component Category (RCC) and a Training/Pay Category (TRAPAY CAT). These placements are based on Reservists obligations to meet mission and training requirements.

This requirement focuses on three RCCs:

- Ready Reserve
- Standby Reserve
- Retired Reserve.

Ready Reserve

The Ready Reserve consists of reservists who are liable for immediate recall to active duty. All Ready Reservists are considered to be in an active status. The Ready Reserve includes the following:



- **Selected Reserve (SELRES).** Individuals within the Ready Reserve designated as essential to initial contingency requirements have priority over all other Reserve elements. They are assigned to Coast Guard or selected Joint Service units, and are required to train for mobilization as prescribed in 10 U.S.C. 10147. They participate in both inactive duty training periods and in active duty for the purpose of annual training.

Coast Guard SELRES members are generally authorized 48 paid Inactive Duty Training (IDT) drills and at least 12 paid Active Duty for Training (ADT) days per fiscal year.

***Ready Reserve
(continued)***

- **Individual Ready Reserve (IRR).** This pool of personnel principally consists of individuals who have had training and have previously served in the Active forces or in the Selected Reserve. The IRR consists of individuals who:

- ▶ ☐ Must fulfill their Military Service Obligation (MSO) under 10 U.S.C. 651
- ▶ ☐ Have fulfilled their MSO and voluntarily remain in the IRR.

IRR members are not required to meet the same IDT and ADT training requirements as Selected reservists. However, they may:

- ▶ ☐ Voluntarily participate in Reserve training programs (i.e., IDT or ADT) for retirement points only, without pay, being assigned to the same Coast Guard or selected Joint Service units as their SELRES counterparts
- ▶ ☐ Perform Active Duty Special Work (ADSW) or Readiness Management Periods (RMPs) for pay.

Non-drilling IRR members are assigned to *Coast Guard Personnel Command* (CGPC-rpm).

Standby Reserve

The Standby Reserve consists of reservists who are not in the Ready Reserve or the Retired Reserve, but who are liable for involuntary recall to active duty as provided in 10 U.S.C. 12301 and 12306.

Membership in the Standby Reserve is limited to those individuals having mobilization potential. The Standby Reserve includes the following:

- Active Status List, Standby Reserve
 - Active Status List, Standby Reserve.
-

*Active Status List,
Standby Reserve*

The Active Status List, Standby Reserve category consists of reservists who may be ordered to active duty in time of war or national emergency when not enough qualified Ready Reservists are available in required categories. Members on the Active Status List (ASL) may participate in Reserve training activities without pay, may earn retirement points, and are eligible for promotion. They are assigned to CGPC-rpm.

The ASL, Standby Reserve includes:

- **Members transferred from the Ready Reserve.** Included in the ASL, Standby Reserve are members who have been transferred from the Ready Reserve because of temporary hardship, disability, or other cogent reasons, and who intend to return to the Ready Reserve. Members with a military service obligation may temporarily be placed in the Standby Reserve, but will be transferred back to the Ready Reserve at the earliest possible date.
 - **Key employees in public or private employment transferred from the Ready Reserve.** Also included in the ASL, Standby Reserves are key employees, in public or private employment, who have been transferred from the Ready Reserve. This transfer is to ensure the continuity of the Federal Government and to prevent conflicts between emergency personnel needs of civilian activities and the military during mobilization.
 - **Theology students transferred to Standby Reserve.** Also included in the ASL, Standby Reserve are theology students transferred to the Standby Reserve. This is for the duration of their civilian ministerial studies at accredited theological or divinity schools pursuant to 10 U.S.C. 12317.
 - **Commissioned officers in active Reserve status.** Also included in the ASL, Standby Reserve are commissioned officers retained in an active Reserve status after completing 18 or more, but less than 20, years of service under 10 U.S.C. 12646.
 - **Members retained on the ASL.** Also included in the ASL, Standby Reserve are members whose retention on the ASL, for reasons other than those specified above, are considered to be in the best interest of the service. These members may be retained on the ASL for no more than two years.
-

*Inactive Status List,
Standby Reserve*

This category contains reservists who may be ordered to active duty in time of war or national emergency if it is determined that not enough qualified reservists in an active status are available in the categories required.

Members on the Inactive Status List (ISL) may not train for pay or retirement points, are not eligible for promotion, and do not accrue credit for qualifying years of service for retirement in accordance with Chapter 1223 of 10 U.S.C.; they shall be assigned to Coast Guard Personnel Command (CGPC-rpm).

The ISL, Standby Reserve includes:

- **Volunteers not required to remain in an active status.** Included in the ISL, Standby Reserve are volunteers, not required by law or regulation to remain in an active status, who possess requisite skills that the Coast Guard may require in a mobilization.
 - **Members eligible for ASL placement.** Also included in the ASL, Standby Reserve are members who were on or were eligible to be placed on the ASL. Instead, these members were placed on the ISL in order to prevent an inequity with regard to their pay, promotion, or retirement points.
 - **Members with 20 years of service or more with less than 30% disability.** Also included in the ASL, Standby Reserve are Members with at least 20 years of service computed in accordance with 10 U.S.C. 12732, who have been determined to have a disability rated at less than 30%. These members were transferred to the ISL instead of being separated for a disability, under 10 U.S.C. 1209.
-

Retired Reserve

The Retired Reserve consists of reservists who have met satisfactory service requirements for non-regular retirement and have:

- Requested transfer to retired status
- Been retired for physical disability.

Former members having completed satisfactory service creditable for non-regular retirement, but who elected to be discharged from the Reserve component, are NOT part of the Retired Reserve. They have no military status.

Retired reservists are liable to be involuntarily ordered to active duty only as provided in 10 U.S.C. 12301 and 12307. This occurs if it is determined that not enough qualified reservists in an active status are available in the categories required.

Retired reservists may be recalled to active duty, subject to their own consent, at the discretion of the Secretary of Homeland Security. They may be ordered to active duty in their status as Retired Reserve members. It is not necessary to place the member in the Ready Reserve for that purpose.

Unless issued recall orders by Coast Guard Personnel Command, retired reservists may not perform training duty or earn retirement points. Retired reservists recalled to active duty are not eligible for promotion, or for consideration for promotion.

The Retired Reserve includes several groups:



- **RET-1.** Reserve members who have completed the requisite qualifying years creditable for non-regular retired pay and are receiving retired pay (at, or after, age 60) under Chapter 1223 of 10 U.S.C.
- **RET-2.** Reserve members who have completed the requisite qualifying years creditable for non-regular retired pay and are not yet 60 years of age, or are age 60 and have not applied for non-regular retirement pay.
- **Disability Retiree.** Reserve members retired for physical disability under 10 U.S.C. 1201, 1202, 1204, or 1205. Members have completed 20 years of service creditable for regular retired pay, or are 30-percent or more disabled and otherwise qualified.



Match each of the individuals below with the proper reserve status duty category. Correct answers for the exercise are provided at the end of this E-level section.

Situation	Reserve Status Duty Category
_____ 1. Member transferred from Ready Reserve because of temporary disability.	A. Selected Reserve (SELRES)
_____ 2. Reserve member designated as essential to initial contingency requirements.	B. Individual Ready Reserve (IRR)
_____ 3. Reserve member retired with 20 years of service and a 45% disability.	C. Active Status List, Standby Reserve
_____ 4. Reserve member 62 years of age and receiving retired pay.	D. Inactive Status List, Standby Reserve
_____ 5. Trained member who previously served in the Active forces.	E. RET-1
_____ 6. Member with at least 20 years of service with a 20% disability.	F. RET-2
_____ 7. Reserve member under 60 years of age with qualifying years for retired pay.	G. Disability Retiree

Work Center Library

12-6.01-P

VERIFY the accuracy of Directives and Publications in your work center's library, as presented in the E-PME Study Guide. (Intent: define work center, to include identifying shortfalls and ordering changes)

Work Center's Library

The Directives, Publications and Reports Index (DPRI), COMDTNOTE 5600, is a listing of publications in use by the Coast Guard. For ease in locating publications, they are listed both numerically and alphabetically. The DPRI consists of seven chapters. **This (untestable) information can be accessed through the following website:**

http://www.uscg.mil/ccs/cit/cim/directives/CN/CN_5600_2003_11_10.pdf

NOTE: Not all publications are authorized for Internet release. Some publications are only found on the CG Intranet, requiring an SWill to access them.

The Directives, Publications and Reports Index (DPRI) is comprised of the following chapters:

- Chapter 1: Procedural Instructions.
Contains information on procedural instructions, such as order forms.
- Chapter 2: Directives & Publications Listed Numerically.
Provides a numerical listing of all numbers publications.
- Chapter 3: Directives & Publications Listed Alphabetically.
Provides an alphabetical listing of all publications.
- Chapter 4: Special Series Directives.
Lists special series directives, such as circulars and practices and procedures.
- Chapter 5: Unnumbered Publications Listed Alphabetically.
Lists unnumbered publications alphabetically.
- Chapter 6: Directives & Publications Cancelled.
Provides a list of directives and publications that have been cancelled.
- Chapter 7: Reports.
Contains a listing of reports by RCS/RCN and another listing by office. Has a separate listing on cancelled reports as well as one for new or reissued reports by RCS/RCN.

**Work Center's Library
(continued)**

If you're unable to find a particular publication while searching the Internet DPRI website, locate the publication's sponsor from Chapter 2 or Chapter 3. The sponsor is the office, division, or department responsible for maintaining the publication. The office, division, or department symbol identifies the sponsor.

To view, download, print, or order directives, visit the (untestable) DOT On Line Publications website at <http://isddc.dot.gov>

Directive/publication sponsors determine the mode of distribution; they could decide to block paper copies. If this is the case and you have a legitimate need for a paper copy, contact the sponsoring office with a copy to Commandant (G-CIM-3).

An example of a sponsor: The sponsor for COMDNTINST M5000.7 (series) CG Shipboard Regulations is the Office of Cutter Forces (G-OCU). Note that this particular manual is not authorized for Internet release; however, it can be accessed from the G-OCU Intranet site.

A listing of stockpoints and required order forms is found in Chapter 1 of the DPRI. **This information is not testable.**

Verifying Work Center's Directives and Publications Accuracy

For this performance requirement:

1. Locate your work center number (SDL symbol) found in Chapter 1, Section C of the DPRI.
2. Verify the accuracy of directives and publications in your work center's library. If you identify any missing documents in your library, determine whether your SDL symbol is authorized for the publication.
 - If your SDL symbol IS authorized for distribution:
 - ▶ ☐ Justify for classified material the "need" in a letter to the sponsoring office at Headquarters. If the material is not classified, go to next step.
 - ▶ ☐ Find the stock point and the proper order form to use from Chapter 1 of the DPRI.
 - ▶ ☐ Complete the order form(s) for the missing document(s). All requests must be signed by direction.
 - If your SDL symbol is NOT authorized for distribution, prepare a CG Form 5323, Request for Allowance Change.
3. Confirm with your supervisor that you have completed this requirement.

***Verifying Work
Center's Directives
and Publications
Accuracy
(continued)***

Usually, CG Form 4428, *Request for Directives*, is used to order material. A separate form must be completed for each stock point. This form may be reproduced locally.

Follow the General Instructions on CG Form 5323, Request for Allowance Change; then forward the completed request to Commandant (G-CIM). In lieu of using CG Form 5323, units may make allowance changes via telephone, e-mail, or fax.



Circle the appropriate answer to the following questions. Some answers require more than one item. Correct answers for the exercise are provided at the end of this E-level section.

1. Publications are listed in the DPRI _____.
 - a. Alphabetically
 - b. By sponsors
 - c. Numerically
 - d. In random order
2. The DPRI consists of _____ chapters.
 - a. Three
 - b. Five
 - c. Seven
 - d. Nine
3. If unable to find a particular publication from the DPRI website _____.
 - a. Contact your supervisor and request his or her help.
 - b. Call the office, division, or department you think may have originated the publication.
 - c. Write a letter to the Commandant (G-CIM-3).
 - d. Locate the sponsor from Chapter 2 or 3 of the DPRI.
4. If your SDL symbol is not authorized for distribution, prepare a _____.
 - a. GS Form 4428
 - b. GS Form 4958
 - c. GS Form 5323
 - d. GS Form 5538

Chapter 14

Operational Risk Management Process

14-6.01-K

KNOW the seven steps of the Operation Risk Management (ORM) process, as presented in the E-PME Study Guide.

Operational Risk Management Process

Operational Risk Management (ORM) applies to more than just operational units or operational missions in the usual sense of “operations.” All Coast Guard missions and daily activities, both on-duty and off-duty, involve risk management decisions. Risk management programs encourage safe decision-making and support those decisions.

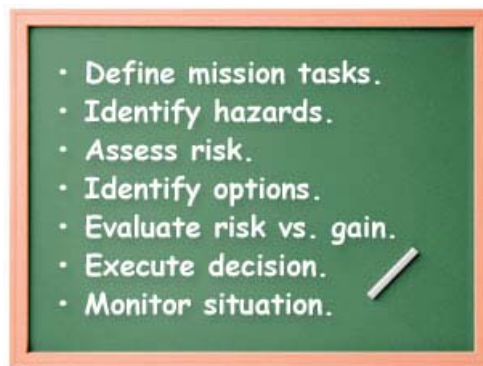
Basic decision-making principles should be applied before any anticipated job, task or mission. These principles include:

- Accept NO unnecessary risk.
- Make risk decisions at the appropriate level.
- Accept risk when benefits outweigh the costs.
- Integrate ORM into Coast Guard doctrine and planning at ALL levels.

Since every event requires risk to be kept within acceptable boundaries (e.g., slowing to a safe speed in fog), keeping risk in check is of utmost importance.

Seven systematic steps are involved in the ORM process.

ORM Process Seven Systematic Steps



Step 1: Define Mission/Tasks

First, you need to define the mission or tasks. Perform the following activities:

- Review current and planned operations describing the mission at hand.
 - Construct a list or chart depicting major phases of the operation or task.
 - Break down the operation or task into “bite-size” pieces.
-

Step 2: Identify the Hazards

The key to successfully analyzing risk is to carefully define the hazard. This step involves identifying those things that are ***potential failures...*** things that can go wrong. To ensure effective ***hazard identification***, you need to consider these basic categories:

- Equipment
 - Environment
 - Personnel.
-

Step 3: Assess the Risk

It is vital to consider risk in relation to the Unit and the mission. Individual risk levels must be determined for each identified hazard. Risk assessment is conducted by evaluating specific element or factors. Combining your evaluations defines risk.

The risk level must be understood as it applies to the team and/or the mission. Two different methods developed to assist in the risk evaluation are the:

- **SPE (Severity, Probability, Exposure) Model.** Risk for a specific hazard can be assessed using the SPE Model, computed as:

$$\text{Risk} = \text{Severity} \times \text{Probability} \times \text{Exposure}$$

- **GAR (Green, Amber, Red) Model.** The GAR Model addresses more general risk concerns that involve operations planning or reassessing risks as milestones. This model incorporates the six elements that affect risk in operations identified by a Coast Guard accident survey:
 - ▶ ☐ Supervision
 - ▶ ☐ Planning
 - ▶ ☐ Team selection
 - ▶ ☐ Team Fitness
 - ▶ ☐ Environment
 - ▶ ☐ Task complexity.

The GAR Model provides another way of assessing risk and may be used as an alternative to the SPE Model.

Step 4: Identify Options

Starting with the highest risk hazards assessed in Step 3, identify as many risk control options as possible for all hazards that exceed the acceptable risk level.

Identify and evaluate risk control options according to their impact on mission and unit goals.

Step 5: Evaluate Risk vs. Gain

Determine if the benefits of the operation now exceed the levels of risk that the operation presents. Take into consideration the cumulative risk of all the hazards and the long-term consequences of the decision.

Very high risk versus gain decisions require concurrence of the appropriate level of command. The Chain of Command shares responsibility for the risks taken by your team in the performance of the mission.

This step also serves as a reality check to verify that the objective is still valid. You must take into consideration that expected value of a loss differs from person to person, based on individual perceptions of risk. Therefore, you need to consider the perceived value as well as the expected value of a loss when making risk decisions.

Step 6: Execute the Decision

This is where you take action. This may mean increasing, replacing, or reassigning unit or team resources (i.e., people, equipment, and/or information). You need to ensure the risk controls are known by all and enforced.

A high level of risk that cannot be effectively controlled should be reported through the Chain of Command to the appropriate leadership level.

Step 7: Monitor the Situation

Once the decision has been executed, you need to monitor the situation.

- Are the controls and risks in balance?
- Are changes to the operation, equipment, environment, and/or people effective in lowering risk?

Keep in mind that... ***Risk management is a continuous process!***

React to changes in the situation by returning to Step 1. At key points in the mission, it is important to reassess risk.

***Incorporating
ORM Decision-
making Process***

Incorporating the seven basic steps of ORM into your daily decision-making process creates an environment in which every Coast Guard member is motivated to personally manage risk in everything they do.

This results in an increased ability to meet Coast Guard missions with minimal risk to personnel, equipment, and property.



Identify the systematic step number of the ORM process for each task. Correct answers for the exercise are provided at the end of this E-level section.

Step ____ Evaluate risk vs. gain.

Step ____ Assess risks.

Step ____ Monitor situation.

Step ____ Define mission tasks.

Step ____ Execute decision.

Step ____ Identify the hazards.

Step ____ Identify options.

Chapter 15

Mishap Reporting Procedures

15-6.01-K

KNOW the mishap reporting procedures, as presented in the E-PME Study Guide.

Mishap Reporting Procedures

A mishap is an unplanned or unsought event or series of events that may result in death, injury, or occupational illness to Coast Guard and non-Coast Guard personnel as a result of a Coast Guard operation. Damage to or loss of Coast Guard equipment or property also serves as a mishap.

The Coast Guard has a Mishap Prevention Program in place to minimize personnel loss and property damage. Both command and individuals are delegated responsibility in the program.

- **Command responsibilities.** Commanding Officers/Officers-in-Charge are responsible for ensuring that:
 - ▶ ☐ Personnel at or under their command are provided a safe and healthful environment
 - ▶ ☐ Their facilities and operations comply with all applicable federal laws and regulations and all Coast Guard instructions.

Chapter 1 of the *Safety and Environmental Health Manual*, COMDTINST M5100.47, outlines specific responsibilities.

- **Individual Responsibilities.** EVERY person assigned to the unit, including the entire chain of command up to the Commandant, are responsible for ensuring a safe and healthful work environment.

Once the command determines that a mishap has occurred and the initial assessment is completed or in progress, the mishap must be promptly reported to the proper authority in accordance with the Safety and Environmental Health Manual, COMDTINST M5100.47.

Mishap reports serve two main purposes. They:

- Initiate corrective action that will prevent future similar mishaps
- Improve Coast Guard operational readiness and efficiency by reducing unplanned losses due to mishaps.

Mishap Reporting Procedures (continued)

Accurate mishap reporting provides the Coast Guard with a safety-oriented understanding of the incident, resulting in valuable recommendations to prevent future mishaps.

Reportable Events

When reporting events that qualify as a mishap, the reporting priority used must match the mishap classification. To qualify as a reportable mishap, the event must involve death, injury, or occupational illness, or damage or loss of property or equipment.

Death, Injury, or Occupational Illness

The following are reportable mishaps:

- Coast Guard military members injured or killed, either on or off duty.
 - Coast Guard Reserve military members injured or killed when on active duty status either on or off duty.
 - Coast Guard civilian employees injured or killed while performing Coast Guard-related work.
 - Coast Guard Auxiliarists injured or killed while under orders.
 - Visitors at Coast Guard facilities or other civilian personnel harmed as a result of official Coast Guard operations.
 - Civilian contractors working on Coast Guard property.
 - A Coast Guard member who develops an illness that can be ascribed to an immediate (acute) or long-term (chronic) occupational exposure.
-

Damage/Loss of Property or Equipment

The following are reportable mishaps:

- Damage to Coast Guard facilities, including vessel, boat, shore facility, vehicle, weapon or other equipment.
 - Damage to other than Coast Guard facilities as a result of Coast Guard operations.
-

Non-reportable Events

Incidents not classified as mishaps within the jurisdiction of Coast Guard safety officers involve:

- Civilian contractors at other than Coast Guard facilities, when working on a piece of Coast Guard equipment, such as a vessel or aircraft, when it does not have a crew in attendance
- Suicide, homicide, or other malicious and intentional acts that result in physical harm or property damage.

Non-reportable Events (continued)

- Intentional damage or injury including damage caused by:
 - ▶ ☐ Enemy or hostile action
 - ▶ ☐ Malicious acts of sabotage or arson
 - ▶ ☐ Law enforcement action ordered by competent authority
 - ▶ ☐ Intentional destructions or damage for research and development purposes.

(All of these events are to be included in an administrative report.)

- Damage from overwhelming storms, range or forest fires, or floods.

Many of these incidents, while not considered "mishaps," may require reporting under the Personnel Manual, COMDTINST M1000.6 (series) casualty reporting system.

Mishap Severity

Severity levels determine the amount of effort to be expended in analyzing the mishap and the amount of time allowed for initial notifications. Severity levels of mishaps are denoted as shown.

- **Class A Mishaps.** Most serious or costly and warrant a formal Mishap Analysis Board.
- **Class B Mishaps.** Sufficiently serious to also warrant formal Mishap Analysis Board action.
- **Class C and D Mishaps.** Less serious and do NOT warrant formal Mishap Analysis Board action.

Class A Mishaps

Class A mishaps are mishaps in which:

- The cost of reportable property damage is \$1,000,000 or greater.
- A Coast Guard cutter is missing or abandoned, recovery is impossible or impractical, or repair is uneconomical.
- An injury or occupational illness results in a fatality or permanent total disability.

Class B Mishaps

Class B mishaps are mishaps in which:

- The resulting cost of reportable property damage is \$200,000 or more, but less than \$1,000,000.
- Any injury or occupational illness results in permanent partial disability.
- Five or more personnel are "in-patient" hospitalized.

Class C Mishaps

Class C mishaps are mishaps in which:

- The cost of property damage is \$20,000 or more, but less than \$200,000.
 - A nonfatal injury or occupational illness results in any loss of time from work beyond the day or shift on which it occurred (lost-time case).
-

Class D Mishaps

Class D mishaps are mishaps in which:

- The cost of property damage is less than \$10,000.
 - A nonfatal injury or occupational illness occurs that does not meet the criteria of a class C mishap (no lost-time case).
 - A person is overboard, an accidental firearm discharge occurs, or an electric shock occurs that doesn't meet the criteria of a higher classification.
-

Mishap Investigations

Mishap investigations are not conducted to place blame or to discipline or punish those involved directly or indirectly. The mishap investigation seeks to determine why a mishap occurred in order to prevent similar mishaps in the future.

The objective is to trace the events from a time when things were going normally until the mishap occurred, then describe what happened during the mishap. This sequence of events is next analyzed for all the contributory factors that played a role in the mishap.

Mishaps Boards

Mishaps boards are convened as follows:

- Class A and B mishap analysis boards are normally appointed by Commandant (G-KSE).
 - Class C and D mishap analysis boards are normally conducted at the unit level with the Unit Safety Board.
-

Legal Investigations

Investigations of mishaps involving serious injury or damage to property have always been investigated by the government for possible neglect or misuse by Government personnel. This type of investigation may take the form of a Court of Inquiry or other fact-finding body as specified by the Administrative Investigations Manual, COMDTINST M5830.1 series.

***Legal
Investigations
(continued)***

Since legal investigations are used for different purposes, including seeking to place blame for the mishap, witnesses are accorded the right not to testify if such testimony would be self-incriminating.

***Privileged
Nature of
Material***

It's essential that the mishap analysis report provide a basis for effective preventive action. Certain portions of the material are obtained under the promise that the information will have a privileged status and cannot be used for disciplinary, punitive, promotion, evaluation, attrition, or litigation purposes.

Therefore, the material gathered for the mishap falls into two classifications:

- Category I: Privileged Material
- Category II: Nonprivileged Material.

Deceased members should be covered and protected. Remains are NEVER to be photographed by non-investigative persons.

***Category I:
Privileged Material***

Privileged Material. Category I material is privileged and shall be given required special handling. Category I material shall include, but is not limited to the following:

- All evidence obtained under the assurance that it will be used solely for mishap prevention
 - All statements made to the mishap board
 - All conclusions, opinions, and recommendations made by the mishap board
 - The entire mishap report once it's assembled and signed by the board members
 - Photographs captioned by the mishap board where such captions require conclusions or opinions.
-

***Category II:
Nonprivileged
Material***

Category II material is nonprivileged. Work involved in obtaining and duplicating this material may be shared by the mishap board and fact-finding body.

***Category II:
Nonprivileged
Material
(continued)***

Category II material shall include, but is not limited to, the following:

- Pieces of wreckage
 - Records, such as flight plans, weather reports and briefings, pilot aircraft and vessel log books, aircraft, vessel, shore facility, vehicle maintenance records, and weight and balance records
 - Photographs not captioned by the mishap board.
-

Mishap Reports

All Coast Guard members are prohibited from violating the privileged character of the mishap report in any way. This prohibition includes reproducing any part of a mishap analysis report or disclosing the contents by means of giving testimony relative to the mishap report.

All requests for mishap reports or excerpts outside the authorized distribution must be referred to the Commandant (G-KSE). The release of information not contained in the mishap analysis report is governed by the provisions of the Public Affairs Manual, COMDTINST M5728.2 (series) and the Personnel Manual, COMDTINST M1000.6 (series).

- **Directives, Publications and Reports Index.** Always refer to the current edition of Directives, Publications and Reports Index, (COMDTNOTE 5600) and current editions of specific directives to ensure that you are meeting requirements.
 - **Public Affairs Manual, COMDTINST M5728.2 (series).** Refer to the Public Affairs Manual, COMDTINST M5728.2 (series) for information about the release of names for publication procedures.
 - **Personnel Manual, COMDTINST M1000.6 (series).** Refer to the Personnel Manual, COMDTINST M1000.6 (series) for the following information:
 - ▶ ☐ Notification of next of kin procedures
 - ▶ ☐ Notification of the Commandant procedures
 - ▶ ☐ Release of names for publications procedures
 - ▶ ☐ Funerals and survivor benefits.
-

***Mishap Reports
(continued)***

- **Claims and Litigations Manual.** Refer to the Claims and Litigations Manual, COMDTINST M5890.9 (series) for the following information:
 - ▶ ☐ Instructions, requirements, and procedures for legal investigations (also refer to the Coast Guard Administrative Investigations Manual, COMDTINST M5830.1 (series))
 - ▶ ☐ Claims against Government procedures
 - ▶ ☐ Claims in favor of Government procedures
 - ▶ ☐ Claims for property loss by Coast Guard Personnel procedures (also see the Property Management Manual, COMDTINST M4500.5 (series)).

This untestable information can be accessed through the following web site:

<http://www.uscg.mil/ccs/cit/cim/directives/welcome.htm>



Select the appropriate statement to answer the following questions. Correct answers for the exercise are provided at the end of this E-level section.

1. Mishap investigations are conducted to _____.
 - a. Determine who or what is to blame for the incident.
 - b. Discipline those who were directly at fault.
 - c. Chastise those who were indirectly at fault.
 - d. Try to prevent reoccurrences of the incident.
2. Mishaps that are sufficiently serious to warrant formal Mishap Analysis Board action are classified as _____.
 - a. Class A mishaps.
 - b. Class B mishaps.
 - c. Class C mishaps.
 - d. Class D mishaps.
3. An incident occurred that resulted in property damage of approximately \$150,000. This is classified as a _____.
 - a. Class A mishap.
 - b. Class B mishap.
 - c. Class C mishap.
 - d. Class D mishap.
4. The Mishap Analysis Board appointed by the Commandant (G-KSE) is convened for a _____.
 - a. Class A mishap.
 - b. Class B mishap.
 - c. Class C mishap.
 - d. Class D mishap.



Read the scenario. Answer the questions by choosing the best response from the choices provided. Correct answers for the exercise are provided at the end of this E-level section.

Scenario:

Petty Officer Hodby tripped on the last step of the ladder while coming down from the bridge and broke her ankle. As her supervisor, you are required to fill out a mishap report.

1. What level of Mishap is this event?
 - a. Class A mishap
 - b. Class B mishap
 - c. Class C mishap
 - d. Class D mishap
2. Is a Mishap Report required?
 - a. Yes
 - b. No
3. Is it a reportable event?
 - a. Yes
 - b. No

Chapter 17

Correspondence

17-6.01-P

DRAFT the following Coast Guard correspondence, as presented in the E-PME Study Guide

- **Coast Guard Business Letter**
- **Coast Guard Memorandum.**

Correspondence You may have the need to create official business correspondence for distribution within and outside the Coast Guard. Generally, you will use a set of templates imbedded in Microsoft Word® called USCG Macros II. You can use this set of macros on any Coast Guard workstation.

The macros are designed to simplify the process for creating a document for official Coast Guard correspondence. These documents are created more quickly than creating them from scratch, plus all documents of a specific type will contain standard formatting.

USCG Macros II To access USCG Macros II, complete the following steps on a Coast Guard standard workstation:

1. Select the Start menu
2. Select Programs
3. Select Microsoft Word
4. Select the File menu
5. Select New
6. Select the tab labeled USCG Macros II.

These steps will result in the USCG Macros II being “loaded” into Word.

**USCG Macros II
(continued)**

The first time a user launches USCG Macros II, he or she will be required to complete a User Information screen. Information entered on this screen is used to automatically fill in header information for the generated correspondence.

Data such as the unit's:

- Address
- Fax
- Telephone number

are extracted from the User Information screen and printed on the correspondence.

Once the USCG Macros II template is loaded, all of the forms used to complete the correspondence share a similar user interface. Depending on the form selected, some information is entered automatically into the correspondence.

Many of the cursor movements are the same from one correspondence type to another. These are:

- Use the TAB key to move to the next field.
- Use the SHIFT+TAB key combination to move to the prior field.
- Use the ENTER key to select a highlighted button (default is normally the OK button).

Be sure **not** to use the ENTER key if other fields must be completed.

Memorandums

The Standard Memorandum window provides you with preformatted fields for all standard entries. Once you complete these fields, you can then begin to write the text of your memo.

Each field on the Standard Memorandum is described in the table that follows.

Memorandums
(continued)

Field	Description
Standard Subject Identification Code (SSIC)	The SSIC is known as the file number and should be on each page of all correspondence (memos and letters) that you create. The SSIC represents the common Coast Guard subjects. For online access to the SSIC Manual, use this link: http://www.uscg.mil/hq/g-s/g-si/g-sii/ssic/ssic.htm
Date	You should date all copies of a memo on the day that it is signed. The preferred way to date correspondence is 3 Sep 03.
Routing Symbol	The office of the person who originated the memo goes here.
Phone	Use the phone number of the person who is writing the memo.
Name	Enter the name of the person who is writing the memo.
From	Enter the signer's name, commanding officer's abbreviated title, and staff symbol. This is the signature line and is either all caps or upper/lower case.
To	Address all memos to the office or commanding officer of a unit.
Subject	The Subject is a sentence fragment that tells a reader what the memo is about, usually in 10 words or less and in all caps.

NOTE: You can find information on those fields that are not highlighted in the Correspondence Manual, COMDTINST M5216.4C.

After completing the user information screen, there are ten steps in USCG Macros II to help you create a memorandum.

1. Select File, then New.
2. Select Memo-Standard, then OK.
3. Enter the correct SSIC code. If you need help on selecting the SSIC code, use the Help function in Word.
4. Tab to Date field, and either manually type the date or use the calendar to make a date selection. If you need help on using the calendar, use the Help function in Word.
5. If the name that appears in the From field is correct and sufficient, tab to the To field. More From data can be entered or the existing data can be changed, if needed, prior to tabbing.
6. Supply the necessary names in the To field. This field is limited to six lines of text. After the names are entered, tab to the Thru field.

Memorandums
(continued)

7. Enter the desired information in the Thru field. The first item entered in the Thru field is assigned the number 1. Each time the Enter key is pressed, a new number is assigned, but only numbers with text entered after it will print. When all Thru information is entered, tab to the Subject field.
8. Enter the Subject text. This field is limited to one line of text, which will automatically convert to uppercase when leaving the field. Tab to the Ref field when the Subject text is complete.
9. Supply the appropriate information in the Ref field. The first item entered will be automatically assigned letter a. Each time the Enter key is selected, a new letter is assigned, but only letters with text entered after it will print.
10. Tab into the Enclosures, Dist, and Copy fields and enter the appropriate data.

Once the memo is complete, save and/or print the memo using typical Word procedures.

Letters

The primary type of letter used in the Coast Guard is the business letter. Like the memo, the business letter has an associated macro that contains preformatted fields to guide you in formatting your letter.

Use this macro just as you did when creating a memorandum.

Additional **(untestable)** information is found in Chapter 3 of the Correspondence Manual, COMDTINST M5216.4C.

Business

There are two main reasons for writing a business letter in the Coast Guard. Write a business letter to:

1. Correspond with a non-federal agency or individual.
2. Offer a more personal approach to someone in the Coast Guard, Department of Homeland Security, or Department of Defense.

For additional **(untestable)** information, Refer to Chapter 3, Section A, in the Correspondence Manual, COMDTINST M5216.4C, for detailed information to complete the sections of the business letters.

Create a Business Letter

USCG Macros II is also used to create business letters. Two business letter formats are available in USCG Macros II:

- Standard business letter
- Business letter for window envelopes

Both letters are similar except that when the business letter for windows envelopes is folded properly, it can be inserted into a window envelope with the address showing, saving the time needed to address the envelope.

Here's how to use USCG Macros II to create a standard business letter once the User Information screen is completed and Microsoft Word has been opened.

1. Select File, then New.
2. Select Business Letter, then OK.
3. Enter the correct SSIC code. If you need help on selecting the SSIC code, use the Help function in Word.
4. Tab through the Serial No, Date, To, and Salutation/Subject fields, entering the necessary information in each.
5. Enter a name in the Signature block, then TAB to specify a Grade or Title. Note that the name in the Signature block will convert to uppercase.
6. Turn on the check boxes by selecting the appropriate boxes to include the text "U.S. Coast Guard" or "By direction" at the end of the letter.
7. In the Enclosure field, enter the number of enclosures. If there are no enclosures, leave the field blank.
8. If a person other than the person the letter is addressed to is to receive an information copy, enter that addressee in the Copy block.

Once the letter is complete, spellcheck it, save and/or print the memo using typical Word procedures.



Circle the appropriate answer to the following question. Correct answers for the exercise are provided at the end of this E-level section.

1. This information must be included on all correspondence in the Coast Guard because it serves as the file number.
 - a. Date
 - b. SSIC
 - c. Subject
 - d. Routing Symbol

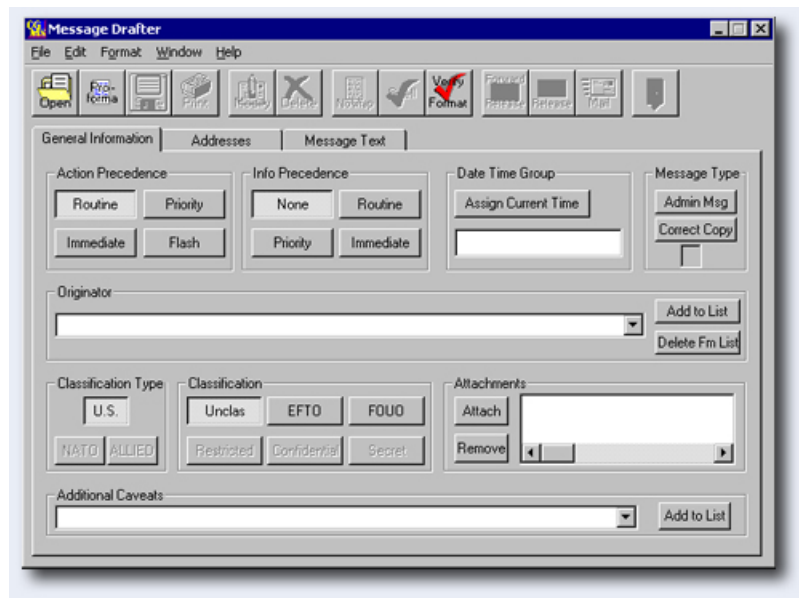
Message Format

17-6.02-P

PREPARE a Coast Guard message using proper format for drafting, as presented in the E-PME Study Guide.

Prepare a Coast Guard Message (CGMS)

You may find yourself in a position when you are required to send a message through the Coast Guard Messaging System (CGMS). There are specific requirements for how these messages are formatted. This allots a minimum amount of characters to be used to convey a maximum amount of information.



Format

This is the generic format for messages. This format specifies the exact information that belongs on each line of the message.

Format
(continued)

Line #	Content
1-4	AUTODIN Routing, Security warning, Transmission Release Code, Special Handling - not used on CG circuits.
5	Precedence, Date Time Group, Message Instruction
6	Message Originator (FM)
7	Action Addressees (TO)
8	Information Addressees (INFO)
9	Exempt Addressees (XMT)
11	Prosign BT
12	Message Text (In specific order)
13	Prosign BT

The format for each message line is given below:

- **Line 1-4.** Lines 1-4 contain routing information that is computer generated and transparent to message drafters. Message drafting actually starts on format line 5, the “from line.”
- **Line 5.** In Line 5, the message creator will enter, in the order indicated below, the:

- ▶ **Precedence.** The Precedence entry must always appear first on Line 5. It indicates when the message should be distributed, which is a direct function of the message's urgency.

The Precedence entry indicates a Speed Of Service Objective (SOSO) code. This single-character code serves as general guidance for Communication Centers to process message traffic according to the precedence assigned. The SOSO times indicate the time from which a message enters in, then is transmitted out from an individual Communications Center. Potential SOSO codes are:

- Flash (Z) - As fast as possible with a goal of 10 minutes.
- Immediate (O) - 30 minutes
- Priority (P) - 3 hours
- Routine (R) - 6 hours

- ▶ **Date Time Group.** The Date Time Group (DTG) is a unique fingerprint on each message. It is the means to identify and locate a message if you are discussing it with another person or referring to a message within another message (e.g., replying to a message). The system ensures that no two messages have the same DTG. DTGs contain day, time, month, and year. In the example 271237Z JUN 00:
- 27 stands for the day of the month
- 1237Z is the time in Zulu (Greenwich Mean Time), followed by the month and last two digits of the year.

Format
(continued)

► **Message Instruction.** This set of characters indicates any special circumstances related to the transmission of the message. Specifically, this set of characters will indicate if a message has been:

- Corrected (ZOJn, where n is the number of the correction)
- Retransmitted (ZDK, positioned after the date of the original message)
- Administrative type (ZYP, follows the date time group).

- **Line 6.** In Line 6, the originator will indicate from where the message is being sent. This entry will always begin with the code FM followed by the boat or facility name and the city and state of origin.

For example, a message originating from the Cutter *Deight*, stationed in New Orleans, Louisiana would contain the following Line 6:

FM CCGDEIGHT NEW ORLEANS LA//DT//

- **Line 7.** The "TO" line indicates the action addressee(s). An action addressee is not mandatory as long as there is at least one INFO addressee. There can be more than one action addressee.
- **Line 8.** The "INFO" line indicates the information addressee(s). An INFO addressee is not mandatory as long as there is at least one TO addressee. There can be more than one INFO addressee. This is similar to copying a member on an e-mail.

- **Line 9.** The "XMT" line indicates exempt addressees who are called in a Collective Address Designators (CAD), or Address Indicating Group (AIG).
 - A CAD is a single address group that represents a predetermined set of five or more activities linked by an operational or administrative chain of command.
 - AIGs are predetermined lists of action/information addressees controlled by a "cognizant authority" and used for messages containing information of a recurring or pre-planned nature.

The originator may exempt one or more of the addressees from a CAD or AIG by listing them in line nine.

- **Line 11.** In Line 11, the originator includes the code BT to indicate that the body text for the message will begin on the following line. The originator will also include the same code in Line 13 to indicate the body text for the message is completed.

Format**(continued)**

```

R 051415Z MAR 04 ZUI ASN-A00068000145 ZOJ1
FM COMCOGARD PERSCOM WASHINGTON DC//EPM-1//
TO ALCGENL
BT
UNCLAS //N01500// VOL CCN
ALCGENL 035/04
SUBJ: ADVANCED EDUCATION PROCESS FOR ENLISTED PERSONNEL
A. CG TRAINING AND EDUCATION MANUAL, COMDTINST M1500.10B, CH. 3

```

- **Line 12.** In Line 12, the originator composes the body text for the message. The text in the message must be placed in the following order:
 - A) Classification (Unclass, Confidential, etc.)
 - B) Special Handling (SPECAT, LIMDIS, etc.)
 - C) Special Delivery (NORFORN, ORCON)
 - D) Standard Subject Identification Code (SSIC)
 - E) Exercise Name (If Applicable)
 - F) Subject Line (Should be only one line of text)
 - G) References
 - H) Paragraphs

```

ENLISTED PERSONNEL
> A. CG TRAINING AND EDUCATION
MANUAL, COMDTINST M1500.10B, CH. 3
> 1. THIS MESSAGE MARKS THE BEGINNING
OF THE ANNUAL CYCLE FOR THE
> ENLISTED ADVANCED EDUCATION
PROCESS. IN ORDER TO ENSURE CG ENLISTED
> MEMBERS ARE AFFORDED AN EQUAL
OPPORTUNITY TO COMPETE FOR THESE
> PROGRAMS AND TO ALIGN AND
STANDARDIZE THE SELECTION PROCESS, THE
> ENLISTED PERSONNEL DIVISION OF THE
COAST GUARD PERSONNEL COMMAND
> (CGPC-EPM), WORKING IN CONJUNCTION
WITH PROGRAM SPONSORS, HAS
> REFINED THE APPLICATION PROCESS. TITLE
10 RESERVISTS AND RETIRED
> RECALL MEMBERS ARE NOT ELIGIBLE FOR
THESE PROGRAMS. PLEASE READ

```

Note that not every message will have all entries. Skip entries if they do not apply, but they cannot be placed in a different order.

Format
(continued)

- **Line 13.** In Line 13, the originator includes the code BT to indicate the body text for the message is completed. The originator will also include the same code in Line 11 to indicate that the body text for the message began on the following line.

```
> REGARDING THE SERGEANTS MAJOR ACADEMY AND FOLLOW-UP ASSIGNMENTS TO
> MSTCS LACUMSKY.
> 4. A SEPARATE MSG WILL BE SENT FROM EACH PROGRAM DETAILING THE
> COURSE OF STUDY AND FOLLOW-UP ASSIGNMENTS.
> 5. INTERNET RELEASE AUTHORIZED.
> BT
> NNNN
>
```

Here's a sample message properly formatted for transmission.

```
5      P 151515Z JAN 00 ZYB
6      FM CCGDEIGHT NEW ORLEANS LA
7      TO AIG FOUR SEVEN EIGHT NINE
8      INFO COGARD TISCOM ALEXANDRIA VA//OPS-
9      XMT USCGC EVERGONE
11     BT
12     UNCLAS EFTO NORFORN //N02000//
      EXERCISE EXERCISE EXERCISE
      SUBJ: MESSAGE DRAFTING COURSE
      A. MY 151510Z JAN 00
      1. MESSAGE TEXT
13     BT
```

CGMS automatically formats the message.

There are some formatting requirements for the text within the report.
The text:

- Cannot contain tabs
- Cannot be allowed to auto wrap at the end of the line
- Must be limited to 69 characters per line
- Can only contain approved characters.

The report must also contain a statement authorizing release of the message over the Internet, if appropriate. This authorization must be formatted as "INTERNET RELEASE AUTH", and the last line of the message text must be Internet release is authorized.

***Approved
Characters***

ONLY the following characters have been approved for use in official record message traffic:



Character	Symbol
Apostrophe	‘
Colon	:
Comma	,
Parenthesis	(
Question Mark	?
Quotation Mark	“
Slant Bar	/
Hyphen	-
Period	.

The "At Sign" @ may be used on Coast Guard messages only, but must be spelled out on messages going outside the organization or to ships that are underway.



Select four acceptable characters in CGMS. Correct answers for the exercise are provided at the end of this E-level section.

_____ 1. /

_____ 2. (

_____ 3. +

_____ 4. ?

_____ 5. ~

_____ 6. .

_____ 7. &



Answer Key

Chapter 6 – Leadership

♦ Page E6-7 [Requirement 6-6.01-K]

Select the correct answer.

The 21 leadership competencies are grouped into the three categories of:

1. Self, Aligning Values, and Working with Others
2. Self Awareness, Influencing Others, and Performance Values
3. Self, Working with Others, and Performance
4. Self Awareness, Influencing Others, and Performance

Chapter 9 – Enforcing Standards

♦ Page E6-11 [Requirement 9-6.01-K]

Match the limitation of authority as a supervisor with the appropriate item.

Limitation of Authority	Basics
<u>A</u> 1. Probable Cause Search	A. Must be performing military police, guard, shore patrol or investigative duties
<u>B</u> 2. Extra Military Instruction Responsibilities (EMI)	B. Must be intended to improve specific task performance
<u>C</u> 3. Withholding of Privileges	C. Denying participation in special programs

Chapter 10 – Supervisory Responsibility

♦ Page E6-14 [Requirement 10-6.01-P]

Match the input information with the appropriate location on the CG-3307.

Input Information	CG-3307 Location
<u>E</u> 1. Entry	A. COMDINST
<u>A</u> 2. Reference	B. General-negative
<u>D</u> 3. Responsible level	C. Performance and Discipline (P&D-7)
<u>B</u> 4. Entry type	D. Unit
<u>C</u> 5. Date	E. Seaman Jones was counseled for...

♦ Page E6-20 [Requirement 10-6.02-P]

Select the appropriate answer to the following questions.

1. To ensure your people are fully versed in advancement requirements, you would suggest they become familiar with the requirements in COMDTINST M1000.6 (series).
 - a. Chapter 1 (all)
 - b. Chapter 5, Section C
 - c. Chapter 8, Section D
 - d. Chapter 9, Sections C & D
2. Select two circumstances that could prevent promotion.
 - a. Prior promotion
 - b. Approved retirement request
 - c. Frocking
 - d. Gender
 - e. Confinement

Chapter 10 – Supervisory Responsibility (continued)

♦ Page E6-24 [Requirement 10-6.03-P]

Place these steps in the correct order.

- 4 1. Draft the citation.
- 5 2. Edit the citation.
- 1 3. Gather performance data on the Coast Guard member.
- 7 4. Submit the award package.
- 2 5. Develop a performance bullet.
- 3 6. Decide on the level of award.
- 6 7. Complete CG1650.pdf.

Chapter 11 – Personnel Issues

♦ **Page E6-36 [Requirement 11-6.01-K]**

Select the appropriate answer to the following questions.

1. The intent of the Coast Guard Substance Abuse Prevention Program is to _____.
 - a. Promote rehabilitation of active duty members for further useful service in the Coast Guard
 - b. Detect and separate those members who abuse drugs
 - c. Reduce substance and alcohol abuse incidents in the Coast Guard
 - d. All of the above**

2. Maintenance and Logistics Commands personnel assigned to detached duty as part of the Substance Abuse Prevention Program are called _____.
 - a. Health Services technicians
 - b. Addiction Prevention Specialists**
 - c. Command Drug and Alcohol Representatives
 - d. Assessment screeners

3. A member involved in an alcohol incident is screened the _____ time it occurs.
 - a. first**
 - b. second
 - c. third
 - d. fourth

4. Members will be processed for separation after _____.
 - a. Being involved in a third alcohol incident
 - b. Violating their aftercare treatment plan
 - c. Consuming alcohol the second time after receiving alcohol treatment
 - d. All of the above**

Match each alcohol-related account with its proper program.

Alcohol-related Account	Program
C 5. Alcohol is involved but was not the causative factor for a member's undesirable behavior	A. Alcohol prevention and rehabilitation
D 6. A member with an alcohol problem asks for help.	B. Alcohol incident
A 7. Awareness education, outpatient and residential care.	C. Alcohol-related situation
B 8. A member's inability to perform assigned duties due to alcohol.	D. Self-referral

Chapter 11 – Personnel Issues (continued)

♦ Page E6-47 [Requirement 11-6.02-K]

Answer the following questions by selecting T for True or F for False.

- | | |
|---|--|
| <input type="checkbox"/> True | 1. Members are to receive Sexual Harassment Prevention (SHP) training semi-annually |
| <input checked="" type="checkbox"/> False | |
| <input type="checkbox"/> True | 2. It is permissible for a Coast Guard Chief Petty Officer to date a Navy 2nd Lieutenant. |
| <input checked="" type="checkbox"/> False | |
| <input checked="" type="checkbox"/> True | 3. Members married to members cannot be assigned in the same chain of command. |
| <input type="checkbox"/> False | |
| <input type="checkbox"/> True | 4. Hazing is permitted as long as there is consent to being hazed. |
| <input checked="" type="checkbox"/> False | |
| <input checked="" type="checkbox"/> True | 5. The Equal Opportunity Specialist is tasked with investigating informal discrimination complaints. |
| <input type="checkbox"/> False | |
| <input checked="" type="checkbox"/> True | 6. Diversity in the workforce impacts creative thinking and innovation. |
| <input type="checkbox"/> False | |

Chapter 12 – Management Functions

♦ Page E6-53 [Requirement 12-6.01-K]

Match each of the individuals below with the proper reserve status duty category.

Situation	Reserve Status Duty Category
C 1. Member transferred from Ready Reserve because of temporary disability.	A. Selected Reserve (SELRES)
A 2. Reserve member designated as essential to initial contingency requirements.	B. Individual Ready Reserve (IRR)
G 3. Reserve member retired with 20 years of service and a 45% disability.	C. Active Status List, Standby Reserve
E 4. Reserve member 62 years of age and receiving retired pay.	D. Inactive Status List, Standby Reserve
B 5. Trained member who previously served in the Active forces.	E. RET-1
D 6. Member with at least 20 years of service with a 20% disability.	F. RET-2
F 7. Reserve member under 60 years of age with qualifying years for retired pay.	G. Disability Retiree

Chapter 12 – Management Functions (continued)

◆ Page E6-57 [Requirement 12-6.01-P]

Circle the appropriate answer to the following questions. Some answers require more than one item.

1. Publications are listed in the DPRI _____.
 - a. **Alphabetically**
 - b. By sponsors
 - c. **Numerically**
 - d. In random order
2. The DPRI consists of _____ chapters.
 - a. Three
 - b. Five
 - c. **Seven**
 - d. Nine
3. If unable to find a particular publication from the DPRI web site _____.
 - a. Contact your supervisor and request his or her help.
 - b. Call the office, division, or department you think may have originated the publication.
 - c. Write a letter to the Commandant (G-CIM-3).
 - d. **Locate the sponsor from Chapter 2 or 3 of the DPRI.**
4. If your SDL symbol is not authorized for distribution, prepare a _____.
 - a. GS Form 4428
 - b. GS Form 4958
 - c. **GS Form 5323**
 - d. GS Form 5538

Chapter 14 – Mission Preparedness

♦ Page E6-62 [Requirement 14-6.01-K]

Identify the systematic step number of the ORM process for each task.

- 5 Evaluate risk vs. gain.
- 3 Assess risks.
- 7 Monitor situation.
- 1 Define mission tasks.
- 6 Execute decision.
- 2 Identify the hazards.
- 4 Identify options.

Chapter 15 – Safety

♦ Page E6-70 [Requirement 15-6.01-K]

Select the appropriate statement to answer the following questions.

1. Mishap investigations are conducted to _____.
 - a. Determine who or what is to blame for the incident.
 - b. Discipline those who were directly at fault.
 - c. Chastise those who were indirectly at fault.
 - d. Try to prevent reoccurrences of the incident.**
2. Mishaps that are sufficiently serious to warrant formal Mishap Analysis Board action are classified as _____.
 - ~~a. Class A mishaps.~~
 - b. Class B mishaps.**
 - c. Class C mishaps.
 - d. Class D mishaps.
3. An incident occurred that resulted in property damage of approximately \$150,000. This is classified as a _____.
 - a. Class A mishap.
 - b. Class B mishap.
 - c. Class C mishap.**
 - d. Class D mishap.
4. The Mishap Analysis Board appointed by the Commandant (G-KSE) is convened for a _____.
 - a. Class A mishap.**
 - b. Class B mishap.
 - c. Class C mishap.
 - d. Class D mishap.

Chapter 15 – Safety (continued)

◆ Page E6-71 [Requirement 15-6.01-K]

Read the scenario. Answer the questions by choosing the best response from the choices provided.

Scenario

Petty Officer Hodby tripped on the last step of the ladder while coming down from the bridge and broke her ankle. As her supervisor, you are required to fill out a mishap report.

1. What level of Mishap is this event?

a. Class A mishap

b. Class B mishap

c. Class C mishap

d. Class D mishap

2. Is a Mishap Report required?

a. Yes

b. No

3. Is it a reportable event?

a. Yes

b. No

Chapter 17 – Communicating

♦ **Page E6-77** [Requirement 17-6.01-P]

Circle the appropriate answer to the following question.

1. This information must be included on all correspondence in the Coast Guard because it serves as the file number.
 - a. Date
 - b. SSIC**
 - c. Subject
 - d. Routing Symbol

♦ **Page E6-84** [Requirement 17-6.02-P]

1. Select four acceptable characters in CGMS.

- 8. /**
- 9. (**
10. +
- 11. ?**
12. ~
- 13. .**
14. &



Performance Requirements

All of the performance requirements in the E-PME are listed here in chapter order.

Chapters 1 through 7

7-4.01-P [Situations](#), Page E4-26

STATE situations that could result in a conflict of interest, as presented in the E-PME Study Guide.

Chapter 8

8-3.01-P [Ribbons and Medals](#), Page E3-63

LIST in the correct order of precedence the following ribbons/medals, as presented in the E-PME Study Guide.

- CG Distinguished Service Medal
 - CG Sea Service Ribbon
 - CG Good Conduct Medal
 - CG Commendation Medal
 - CG Expert Rifle Medal
 - National Defense Service Medal
 - CG Achievement Medal
 - CG Meritorious Unit Commendation
 - CG Medal
 - CG Expert Pistol Medal
 - CG Legion of Merit
 - CG Unit Commendation
 - CG Meritorious Team Commendation
 - Humanitarian Service Medal
-

Chapter 8 (continued)

8-7.01-P [Inspection of Uniforms](#), Page E7-18

Inspect a unit member ensuring his or her uniform is in good condition, properly worn, and that the person meets grooming standards, as presented in the E-PME Study Guide. (*Intent: It is not necessary to conduct a formal personnel inspection to meet this requirement. Uniform of the day meets this requirement.*)

Chapter 9

9-4.01-P [CG-4910](#), Page E4-52

PREPARE a CG-4910, Report and Disposition of Offense, as presented in the E-PME Study Guide.

Chapter 10

10-3.01-P [Non-rated Self-evaluation](#), Page E3-66

Using the non-rated performance evaluation factors, SUBMIT a self-evaluation to your supervisor, as presented in the E-PME Study Guide. (Intent: To support and provide input on your performance.)

10-4.01-P [Petty Officer Self-evaluation](#), Page E4-63

Using the Petty Officer performance evaluation factors, SUBMIT a self-evaluation to your supervisor, as presented in the E-PME Study Guide. (Intent: To support and provide input on your performance.)

10-5.01-P [Evaluating a Subordinate](#), Page E5-64

SUBMIT an evaluation of a subordinate to your supervisor, as presented in the E-PME Study Guide.

Chapter 10 (continued)

10-5.02-P [Counseling a Subordinate](#), Page E5-69

Under direct supervision, COUNSEL a subordinate on their performance evaluation, as presented in the E-PME Study Guide.

10-6.01-P [Administrative Remarks Form](#), Page E6-12

SUBMIT an Administrative Remarks Form (CG-3307) to your supervisor for review on the following Performance and Discipline behaviors, as presented in the E-PME Study Guide:

- General - Positive
 - General - Negative
-

10-6.02-P [Next Pay Grade Requirements](#), Page E6-15

INSTRUCT personnel on the current requirements to compete for advancement to their next pay grade, as presented in the E-PME Study Guide.

10-6.03-P [Award Recommendation](#), Page E6-21

PREPARE an award recommendation on a Coast Guard member and submit it to your supervisor for review, as presented in the E-PME Study Guide.

10-7.01-P [Chief Petty Officer Self-evaluation](#), Page E7-31

Using the Master, Senior, and Chief Petty Officer performance evaluation factors, SUBMIT a self-evaluation to your supervisor, as presented in the E-PME Study Guide.

Chapter 10 (continued)

10-7.02-P [Evaluating a Subordinate](#), Page E7-38

EVALUATE a subordinate's leadership abilities in accordance with the performance dimensions listed here. Complete the Employee Review in Direct Access and submit the evaluation to your supervisor. For reference, use the CG PeopleSoft Quick Reference Guides and E-PME Study Guide.

- | | |
|---------------------------|--------------------------|
| • Communication | • Military Bearing |
| • Responsibility | • Customs and Courtesies |
| • Directing Others | • Integrity |
| • Working with Others | • Loyalty |
| • Developing Subordinates | • Respecting Others |
| • Looking Out for Others | • Human Relations |
| • Setting an Example | |
-

Chapter 11

There are NO performance requirements for this chapter. However, there are knowledge requirements.

Chapter 12

12-5.01-P [Training Summary & Competencies](#), Page E5-91

KNOW the policies covering the utilization, disposal, and surveying of Coast Guard property, using the E-PME Study Guide for reference.

12-5.02-P [Training and Class C Schools](#), Page E5-96

IDENTIFY the training available, and the process for requesting Class “C” schools, as presented in the E-PME Study Guide.

Chapter 12 (continued)

12-5.03-P [Procurement Requests](#), Page E5-99

PREPARE a procurement document, manually or electronically, as presented in the E-PME Study Guide.

- Accounting Data
 - Limitations.
-

12-6.01-P [Work Center Library](#), Page E6-54

VERIFY the accuracy of Directives and Publications in your work center's library, as presented in the E-PME Study Guide. (Intent: define work center, to include identifying shortfalls and ordering changes)

12-7.01-P [Departmental Budget](#), Page E7-44

SUBMIT a departmental budget, as presented in the E-PME Study Guide.

12-8.01-P [Required Training for Billets](#), Page E8-13

IDENTIFY required training for personnel (billets) at your unit and recommend changes, as presented in the E-PME Study Guide.

12-8.02-P [E-PME Requirements Review](#), Page E8-17

REVIEW the E-PME requirements and submit recommended changes, via your command, to Commandant (G-WTL-2).

12-8.03-P [Performance Qualifications Review](#), Page E8-21

REVIEW your Rating Enlisted Performance Qualifications and submit recommended changes to your Rating Force Master Chief, as presented in the E-PME Study Guide.

12-9.01-P [Budgetary Process](#), Page E9-10

OUTLINE the budgetary process from Resource Proposal development through budget allocation, including timeline.

Chapter 13

13-4.01-P [Electronic Résumé](#), Page E4-103

PREPARE an electronic résumé (e-Résumé), as presented in the E-PME Study Guide.

13-4.02-P [Travel Claim](#), Page E4-108

PREPARE a travel claim, as presented in the E-PME Study Guide.

13-5.01-P [Verifying PDE](#), Page E5-103

VERIFY the accuracy of your electronic PDE for the following, as presented in the E-PME Study Guide.

- Time in Service
 - Time in Pay Grade
 - Award Points
 - Creditable Sea Time
 - Performance Evaluation
 - Commanding Officer's Recommendation
 - Completion of End of Course Test
 - Completion of EPQ's/E-PME Requirements (*under development*)
-

Chapter 14

14-7.01-P [ORM Process Application](#), Page E7-47

INSTRUCT personnel on the application of the Operational Risk Management (ORM) process, as presented in the E-PME Study Guide.

Chapter 15

15-3.01-P [Right to Know Station](#), Page E3-127

LOCATE your Right to Know Station and discuss with your unit safety coordinator the contents of your Material Safety Data Sheet (MSDS), as presented in the E-PME Study Guide.

Chapter 15 (continued)

15-5.01-P [Workplace Safety Procedures](#), Page E5-107

CONDUCT a training session on your workplace safety procedures, as presented in the E-PME Study Guide.

15-5.02-P [Workplace Safety Inspection](#), Page E5-121

CONDUCT a safety inspection of your workspace, report discrepancies to the appropriate personnel, checking for the following: use E-PME Study Guide for reference. (Intent: This list is not all-inclusive, and should include other applicable requirements at your unit.)

- Electrical cord problems
 - Personal Protective Equipment (PPE) availability
 - Functioning Safety Devices
 - Tagged or locked-out equipment
 - U.S. Coast Guard Safety and Environmental Health Checklists.
-

Chapter 16

There are NO performance requirements for this chapter. However, there are knowledge requirements.

Chapter 17

17-4.01-P [Workstation Functions](#), Page E4-176

PERFORM the following functions using a CG standard workstation, as presented in the E-PME Study Guide:

- Create, edit, and print a document using word processing software
 - Draft and send E-mail messages, with attachments.
-

17-4.02-P [Releasing Information](#), Page E4-185

STATE the Coast Guard policy and your unit policy governing the release of official information to the public.

Chapter 17(continued)

17-4.03-P [Releasing Multimedia](#), Page E4-191

INSTRUCT subordinates on Coast Guard policy regarding the release of photographs, video, and audio of Coast Guard activities.

17-5.01-P [Personnel Instruction](#), Page E5-132

INSTRUCT personnel at your unit, as presented in the E-PME Study Guide.

17-5.02-P [Workstation Tools](#), Page E5-135

UTILIZE the following tools using a CG standard workstation, as presented in the E-PME Study Guide:

- CGForms.pdf
 - Publications and Directives
 - FEDLOG
 - CGMS
 - Direct Access.
-

17-6.01-P [Correspondence](#), Page E6-72

DRAFT the following Coast Guard correspondence, as presented in the E-PME Study Guide:

- Coast Guard Business Letter
 - Coast Guard Memorandum.
-

17-6.02-P [Message Format](#), Page E6-78

PREPARE a Coast Guard message using proper format for drafting, as presented in the E-PME Study Guide.

17-8.01-P [Team Leadership](#), Page E8-33

LEAD a team through a project or process, as presented in the E-PME Study Guide.



Knowledge Requirements

All of the Knowledge requirements in the E-PME are listed here in chapter order.

Chapter 1

1-7.01-K [Commandant's Direction](#), Page E7-1

COMPREHEND the current Coast Guard Commandant's Direction as presented in the E-PME Study Guide.

Chapter 2

2-3.01-K [Roles and Missions](#), Page E3-1

COMPREHEND the Coast Guard's Roles and Missions as presented in the E-PME Study Guide.

2-3.02-K [Role of Reserve](#), Page E3-8

COMPREHEND the organizational role of the Coast Guard Reserve as presented in the E-PME Study Guide.

2-3.03-K [Auxiliary](#), Page E3-12

KNOW the Roles and Missions of the Coast Guard Auxiliary as presented in the E-PME Study Guide.

Chapter 2 (continued)

2-4.01-K [External Relationships](#), Page E4-1

KNOW the relationship between the Coast Guard and the following, as presented in the E-PME Study Guide:

- President
 - Department of Homeland Security
 - Department of Defense.
-

2-5.01-K [Organizational Structure](#), Page E5-1

KNOW the Coast Guard's Organizational Structure as presented in the E-PME Study Guide.

2-7.01-K [Headquarters](#), Page E7-6

COMPREHEND the Headquarters organizational structure, including sub-units, as presented in the E-PME Study Guide.

Chapter 3

3-3.01-K [Coast Guard Symbols](#), Page E3-15

KNOW the origins and significance of each item below as presented in the E-PME Study Guide.

- National Ensign
 - Coast Guard Ensign
 - The Coast Guard Flag (Standard)
 - Battle Streamers
 - Union Jack
 - Commissioning Pennant
 - Coast Guard Seal
 - Coast Guard Emblem
 - Coast Guard Shield
 - Coast Guard Slash (Racing Stripe)
 - Coast Guard Motto
-

Chapter 3 (continued)

3-5.01-K [Role in Armed Conflicts](#), Page E5-7

OUTLINE the Coast Guard's role during the following armed conflicts as presented in the E-PME Study Guide.

- Quasi-War
 - War of 1812
 - Mexican-American War
 - Spanish-American War
 - Civil War
 - World War I
 - World War II
 - Korean War
 - Vietnam
 - Desert Shield/Storm
 - War on Terrorism
-

3-5.02-K [Established Missions](#), Page E5-21

KNOW what historical events led to the establishment of the following missions as presented in the E-PME Study Guide.

- Search and rescue
 - Environmental protection
 - Law enforcement
 - Ice operations
 - Aids to navigation
 - Boating safety
 - Military readiness
 - Coast Guard Reserve
 - CG Auxiliary
 - Homeland Security
-

Chapter 4

4-4.01-K [Petty Officer Heritage](#), Page E4-4

KNOW the heritage that led to the creation of the Petty Officer as presented in the E-PME Study Guide.

Chapter 4 (continued)

4-4.02-K [MCPO-CG Heritage](#), Page E4-7

KNOW the heritage that led to the creation of the MCPO-CG, as presented in the E-PME Study Guide.

4-5.01-K [Enlisted Achievements](#), Page E5-40

KNOW the significant achievements of enlisted personnel as presented in the E-PME Study Guide

4-7.01-K [Heritage of Rates](#), Page E7-12

KNOW the heritage that led to the creation of the following rates, as presented in the E-PME Study Guide.

- Chief Petty Officer
 - Senior Chief Petty Officer
 - Master Chief Petty Officer
-

Chapter 5

5-3.01-K [Command Structure](#), Page E3-21

KNOW the functions of the following positions in the command support structure as presented in the E-PME Study Guide.

- Command Master Chief (CMC-Gold Badge)
 - Command Chief (Silver Badge)
 - Command Drug and Alcohol Representative (CDAR)
 - Family Advocacy Specialist (FAS)
 - Career Development Advisor (CDA)
 - Educational Service Officer (ESO)
 - Civil Rights Officer
 - Public Affairs Officer
 - Collateral Duty Equal Opportunity Counselor
 - Voting Assistance Officer
-

Chapter 5 (continued)

5-4.01-K [Authority](#), Page E4-17

COMPREHEND the following as presented in the E-PME Study Guide.

- Authority of a Petty Officer
 - Parameters of issuing a Lawful Order
-

5-4.02-K [Statutory Authority](#), Page E4-19

KNOW the statutory authority of Coast Guard petty officers under title 14, USC, Sec. 89.

5-4.03-K [Rating Force MC](#), Page E4-21

KNOW the roles and purpose of Rating Force Master Chiefs as presented in the E-PME Study Guide.

5-5.01-K [Commissioning Programs](#), Page E5-50

KNOW the commissioning programs available for enlisted personnel as presented in the E-PME Study Guide.

- Chief Warrant Officer (CWO)
 - Officer Candidate School (OCS)
 - Pre-Commissioning Program (PPEP)
 - Coast Guard Academy (CGA)
 - Direct Commission Officer Program
 - Selective Reserve Direct Commission Program (SRDC)
-

Chapter 6

6-4.01-K [Definitions](#), Page E4-23

KNOW the definitions of the following, as presented in the E-PME Study Guide:

- Leadership
 - Effective Leadership
 - Leadership Development
 - Leadership Competencies
 - Leadership Performance Expectations.
-

Chapter 6 (continued)

6-6.01-K [3 Categories](#), Page E6-1

COMPREHEND the three (3) categories of the Coast Guard's 21 Leadership Competencies, as presented in the E-PME Study Guide.

- Self
 - Working with Others
 - Performance
-

6-7.01-K [CPO Leadership](#), Page E7-16

KNOW the Chief Petty Officer's (CPO's) position; relationship with superiors, subordinates and others; and the overall traits of leadership, as presented in the E-PME Study Guide.

6-8.01-K [21 Competencies](#), Page E8-1

KNOW the 21 leadership competencies, as presented in the E-PME Study Guide.

6-9.01-K [Policy Development](#), Page E9-1

KNOW the steps involved in developing Coast Guard policy from inception to implementation, as presented in the E-PME Study Guide.

Chapter 7

7-3.01-K [Political Activities](#), Page E3-29

KNOW your rights and your responsibilities as they pertain to participation in political activities, as presented in the E-PME Study Guide.

7-3.02-K [Status of Forces Agreement](#), Page E3-36

KNOW what a Status of Forces Agreement (SOFA) is, as presented in the E-PME Study Guide.

Chapter 8

8-3.01-K [Body Markings Policy](#), Page E3-39

KNOW the Coast Guard's Policy regarding tattoos, brands, and body piercing, as presented in the E-PME Study Guide.

8-3.02-K [Armed Forces Insignia](#), Page E3-41

IDENTIFY the insignia of all officer and enlisted grades from the seven branches of the U.S. Uniformed Services, as illustrated in the E-PME Study Guide.

8-3.03-K [Auxiliary Insignia](#), Page E3-60

IDENTIFY the rank insignia of the Coast Guard Auxiliary, as presented in the E-PME Study Guide.

Chapter 9

9-4.01-K [Rights and Responsibilities](#), Page E4-47

KNOW your rights and responsibilities as an enlisted member as they pertain to the following, as presented in the E-PME Study Guide.

- Extra Military Instruction (EMI)
 - UCMJ Infractions
 - Search and Seizure
 - Rights of Accused
 - Right to Appeal
-

9-6.01-K [Authority and Responsibility Limitations](#), Page E6-8

KNOW your limitations of authority and responsibility as a supervisor of enlisted members as it pertains to the following, as presented in the E-PME Study Guide.

- Extra Military Instruction (EMI)
 - Withholding of Privileges
 - Search and Seizure
-

Chapter 9 (continued)

9-7.01-K [Mast Representative and PIO](#), Page E7-27

KNOW the duties and responsibilities of an enlisted member as they pertain to the following, as presented in the E-PME Study Guide.

- Mast Representative
 - Preliminary Inquiry Officer (PIO)
-

Chapter 10

10-4.01-K [EERS Responsibilities](#), Page E4-57

KNOW the responsibilities of a Supervisor, Marking Official, Approving Official, and Appeal Authority in relationship to the Enlisted Employee Review System, as presented in the E-PME Study Guide.

10-5.01-K [Supervisor's Responsibility](#), Page E5-58

COMPREHEND the supervisor's responsibility in the evaluation of personnel. Use CG PeopleSoft Quick Reference Guides and E-PME Study Guide as references.

10-5.02-K [Documenting a Performance](#), Page E5-61

COMPREHEND the importance of documenting an individual's performance, as presented in the E-PME Study Guide.

10-8.01-K [Commandant Awards](#), Page E8-7

KNOW the purpose of the following Commandant awards as presented in the E-PME guide.

- Commandant's Performance Challenge
 - Commandant's Quality Award
-

10-8.02-K [Seven CQA Criteria Categories](#), Page E8-10

KNOW the seven Commandant's Quality Award (CQA) criteria categories, as presented in the E-PME guide.

Chapter 11

11-3.01-K [Use of Tobacco](#), Page E3-75

KNOW the Commandant's policy on use of tobacco products, as presented in the E-PME Study Guide.

11-3.02-K [Substance Abuse Policies](#), Page E3-80

KNOW the Coast Guard's substance abuse policies, as presented in the E-PME Study Guide.

11-3.03-K [Stress Warning Signs](#), Page E3-88

IDENTIFY the warning signs of stress, as presented in the E-PME Study Guide.

11-3.04-K [Suicide Warning Signs](#), Page E3-91

IDENTIFY the common warning signs of potential suicide, as presented in the E-PME Study Guide.

11-3.05-K [Command Ombudsman](#), Page E3-96

KNOW the function of the command Ombudsman, as presented in the E-PME Study Guide.

11-4.01-K [Personal Financial Management](#), Page E4-72

COMPREHEND the importance of good personal financial management in the following areas, as presented in the E-PME Study Guide:

- Savings Accounts
 - Checking Accounts
 - Credit Cards
 - Investments
 - Insurance Programs
 - Credit History
 - Loans
 - Personal Budgeting.
-

Chapter 11 (continued)

11-5.01-K [Stress Management Interventions](#), Page E5-72

KNOW the various stress management interventions, as presented in the E-PME Study Guide.

11-5.02-K [Available Suicide Interventions](#), Page E5-76

KNOW the various suicide interventions available to assist at risk personnel, as presented in the E-PME Study Guide.

11-6.01-K [Substance Abuse Policies](#), Page E6-25

COMPREHEND the current policies and responsibilities regarding the following, as presented in the E-PME Study Guide:

- Coast Guard drug and alcohol policies
 - Addiction Prevention Specialist (APS)
 - Command Drug and Alcohol Representative (CDAR)
 - How to recognize suspected alcohol abuse
 - Alcohol situations
 - Alcohol incidents
 - Coast Guard-required drug and alcohol training
 - Alcohol Abuse Prevention Programs.
-

11-6.02-K [Commandant's Policies](#), Page E6-37

COMPREHEND the Commandant's policies regarding the following, as presented in the E-PME Study Guide:

- Sexual Harassment Prevention Policy
 - Interpersonal Relationships Policy
 - Hazing Policy
 - Equal Opportunity Policy
 - Diversity Policy Statement.
-

Chapter 12

12-5.01-K [Coast Guard Institute Services](#), Page E5-80

KNOW the services provided by the Coast Guard Institute, as presented in the E-PME Study Guide.

12-5.02-K [Coast Guard Property Policies](#), Page E5-87

KNOW the policies covering the utilization, disposal, and surveying of Coast Guard property, using the E-PME Study Guide for reference.

12-6.01-K [Reserve Duty Status Categories](#), Page E6-48

COMPREHEND Reserve duty status categories, as presented in the E-PME Study Guide.

Chapter 13

13-4.01-K [PCS Entitlements](#), Page E4-84

KNOW your Permanent Change of Station (PCS) entitlements, as presented in the E-PME Study Guide.

13-4.02-K [Enlisted Assignment Process](#), Page E4-98

KNOW the enlisted assignment process, as presented in the E-PME Study Guide.

Chapter 14

14-3.01-K [Hazards/First Responder](#), Page E3-99

KNOW the potential hazards and your responsibilities as a First Responder when a hazardous substance may be present, as presented in the E-PME Study Guide.

Chapter 14 (continued)

14-4.01-K [Operational Risk Management Terms](#), Page E4-128

KNOW the meanings of the following Operational Risk Management (ORM) terms, as presented in the E-PME Study Guide.

- Operational Risk Management
 - Risk
 - Severity
 - Probability
 - Exposure
 - Mishap
 - Hazard
 - Risk Assessment
 - Risk Rating Scale
-

14-4.02-K [Incident Command System](#), Page E4-133

KNOW the basic organizational structure of the Incident Command System, as presented in the E-PME Study Guide.

14-6.01-K [Operational Risk Management Process](#), Page E6-58

KNOW the seven steps of the Operational Risk Management (ORM) process, as presented in the E-PME Study Guide.

Chapter 15

15-3.01-K [Tagging Out Equipment](#), Page E3-105

KNOW the procedures for tagging out equipment, as presented in the E-PME Study Guide.

Chapter 15 (continued)

15-4.01-K [Applicable Safety Precautions](#), Page E4-141

KNOW all the applicable safety precautions when performing the following tasks, as presented in the E-PME Study Guide:

- Working on or around machinery
 - Using hand and power tools
 - Entering or working in tanks, voids, and unventilated spaces
 - Performing watch standing duties in machinery spaces
 - Working on or around electrical equipment
 - Handling flammable or toxic materials
 - Working aloft
 - Working over the side
 - Bio-hazardous Material.
-

15-6.01-K [Mishap Reporting Procedures](#), Page E6-63

KNOW the mishap reporting procedures, as presented in the E-PME Study Guide.

Chapter 16

16-3.01-K [Levels of Threat](#), Page E3-130

KNOW the following four levels of terrorist threat, as presented in the E-PME Study Guide.

- High
 - Significant
 - Moderate
 - Low
-

16-3.02-K [Bomb Threat](#), Page E3-133

KNOW the steps to take if you receive a bomb threat via the telephone, as presented in the E-PME Study Guide.

Chapter 16 (continued)

16-4.01-K [Protection Conditions](#), Page E4-161

KNOW the following terrorist force protection conditions, as presented in the E-PME Study Guide.

- FPCON Normal
 - FPCON Alpha
 - FPCON Bravo
 - FPCON Charlie
 - FPCON Delta
-

Chapter 17

17-4.01-K [Training Preparation](#), Page E4-165

KNOW the guidelines for preparing a training session, as presented in the E-PME Study Guide.

17-5.01-K [Verbal Communication](#), Page E5-128

KNOW the principles of effective verbal communication, as presented in the E-PME Study Guide.

17-8.01-K [Process Improvement](#), Page E8-25

KNOW the process improvement tools that are used to generate ideas and identify opportunities for improvement, as presented in the E-PME Study Guide.

17-9.01-K [Analytical Tools](#), Page E9-17

COMPREHEND the best use of the analytical tools for understanding data, as presented in the E-PME Study Guide.

**RECORD OF PROFESSIONAL MILITARY EDUCATION (PME)
PERFORMANCE & KNOWLEDGE REQUIREMENTS FOR E-2**

INSTRUCTIONS

COAST GUARD ORIENTATION PERFORMANCE REQUIREMENTS shall be completed for enlisted personnel of the Coast Guard as outlined in the Enlisted Professional Military Education Manual, COMDTINST M1510.2 (series). As proficiency in each requirement is demonstrated, the DATE and INITIALS column shall be completed. Personnel are required to demonstrate proficiency in all Performance Requirements. Requirements previously demonstrated, dated, and initialed off are not required to be re-certified.

COAST GUARD ORIENTATION KNOWLEDGE REQUIREMENTS are based on the Nonrate Workforce Structure Study (NWSS). They contain knowledge elements taken from the NWSS and are especially suited for recruit basic training. Knowledge Requirements are not required to be signed-off as completed. These requirements begin on page 10.

The PME categories are formatted for consistency between the Performance and Knowledge Requirements. In some cases there are no "Performance Requirements" in the categories listed on this form, which means either the category item is covered under the "Knowledge Requirements" in this tab or it is reserved for future development.

REQUIREMENTS NUMBERING SYSTEM – EXAMPLE: A.2.01-P

The letter **A** indicates the subject section of the Requirements.

The number **2.01** indicates an E-2 Requirement level and the first (1st) Requirement in the subject section.

The letter **P** indicates that this is a Performance Requirement (Knowledge Requirements have letter **K** designators).

REFERENCES – a comprehensive list of references has been provided at the end of these performance requirements. Where applicable, Internet and Intranet addresses have been included. As more publications are converted to electronic form, they will be added to future revisions of the E2 Requirements. Service members have the option to access and view references from several sources:

- Unit's hardcopy (paper) library of Directives and Publications.
- U. S. Coast Guard Directives System CD-ROM accessible from the Start Menu under USCG Applications
- U. S. Coast Guard Directives System Intranet site accessible at <http://cgweb.uscg.mil/g-c/g-ccs/g-cit/g-cim/directives/welcome.htm>.
- U. S. Coast Guard Directives System Internet site accessible at <http://www.uscg.mil/ccs/cit/cim/directives/welcome.htm>.

Title: E2 PME Requirements

Abbreviation: E2

Date Completed:

NAME (Last, First, Middle Initial)

EMPLID #

TAB 1 OF THE ENLISTED PROFESSIONAL MILITARY EDUCATION (E-PME) MANUAL

SIGNATURE OF SUPERVISOR				
Date	NAME/SIGNATURE	INITIALS	RATE	UNIT

Remarks:

NAME (Last, First, Middle Initial)

Employee I.D. Number

E2 PERFORMANCE REQUIREMENTS	INIT	DATE
<p>A. COURTESIES, DRILLS AND CEREMONIES</p> <p>2.01-P RENDER a hand salute in accordance with the Marine Corps Drill and Ceremonies Manual, COMDTINST M5060.11 (series).</p> <p>2.02-P RENDER a greeting appropriate to rank and time of day in accordance with the Marine Corps Drill and Ceremonies Manual, COMDTINST M5060.11 (series).</p> <p>2.03-P As a member of a Colors team, EXECUTE the following flag procedures in accordance with the Marine Corps Drill and Ceremonies Manual, COMDTINST M5060.11 (series):</p> <ul style="list-style-type: none"> a. Hoist the Prep Pennant. b. Lower the Prep Pennant to half-mast. c. Lower the Prep Pennant. d. Hoist the National Ensign. e. Tend the lanyards to prevent fouling. f. Hoist the National Ensign to half-mast. g. Lower the National Ensign from full and half-mast. h. Hoist the Coast Guard Ensign. i. Lower the Coast Guard Ensign. j. Fold the National and Coast Guard Ensigns. k. Hoist the Union Jack. j. Lower the Union Jack. k. Hoist the Church Pennant. l. Lower the Church Pennant. <p>2.04-P RENDER military courtesies to the National Ensign or Anthem under the following conditions in accordance with the Naval Telecommunications Procedures Manual, Chapter 13, Flags, Pennants and Customs (NTP 13 series):</p> <ul style="list-style-type: none"> a. standing in ranks b. in uniform and covered c. in uniform and uncovered but not in ranks d. in a boat e. in civilian clothes f. outdoors, flag in view g. outdoors, flag not in view h. outdoors under a covering, in uniform, and covered i. outdoors under a covering, in uniform, and not covered j. in a vehicle when traffic safety permits halting the vehicle k. flag ceremony inside a building l. flag passing in parade m. anthem played inside a building, flag not displayed 		
NAME (Last, First, Middle Initial)	EMPLID #	

E2 PERFORMANCE REQUIREMENTS	INIT	DATE
<p>2.05-P PERFORM rifle movements for order arms, right and left shoulder arms, trail arms, port arms, and present arms in accordance with the Marine Corps Drill and Ceremonies Manual, COMDTINST M5060.11 (series).</p> <p>2.06-P PERFORM a rifle salute at order arms, trail arms, and right shoulder arms in accordance with the Marine Corps Drill and Ceremonies Manual, COMDTINST M5060.11 (series).</p> <p>2.07-P PERFORM the following drill movements with and without arms in accordance with the Marine Corps Drill and Ceremonies Manual, COMDTINST M5060.11 (series):</p> <ul style="list-style-type: none"> a. position of attention b. right/left face c. about face d. half right/half left face e. parade rest f. at ease g. dress right dress h. close interval dress right/left dress i. open/close ranks j. break ranks k. report front and center and post for award ceremonies l. cover/uncover (without arms only) m. eyes right/eyes left <p>2.08-P PERFORM the following marching movements with and without arms in accordance with the Marine Corps Drill and Ceremonies Manual, COMDTINST M5060.11 (series):</p> <ul style="list-style-type: none"> a. forward march b. right/left flank c. double time d. halt e. mark time f. half-step g. right/left step h. back step i. to the rear (without weapons only) j. change step k. column left/right l. eyes right/left m. right/left oblique 		
NAME (Last, First, Middle Initial)	EMPLID #	

E2 PERFORMANCE REQUIREMENTS	INIT	DATE
<p>B. MILITARY JUSTICE AND CODE OF CONDUCT</p> <p>(See Coast Guard Knowledge Requirements for E2)</p> <p>C. SECURITY REGULATIONS</p> <p>(See Coast Guard Knowledge Requirements for E2)</p> <p>D. SEAMANSHIP</p> <p>2.01-P EXECUTE the following helm commands as directed using a helm simulator and proper response, execute and advise terminology in accordance with The Coast Guardsman's Manual (current edition).</p> <ul style="list-style-type: none"> a. Right/Left five (ten, etc.) degrees rudder b. Right/Left standard rudder c. Right/Left full rudder d. Increase your rudder to _____ degrees e. Ease your rudder _____ to degrees f. Shift your rudder g. Mind your helm h. How's your rudder i. Mark your head j. Command Sir/Ma'am k. Come right/left to _____ degrees l. Steering Course _____, checking course _____ <p>2.02-P PERFORM line-handling procedures in accordance with The Coast Guardsman's Manual (current edition), the Boat Crew Seamanship Manual, COMDTINST M16114.5 (series) and the Personnel Qualification Standard for Deck Seamanship (NAVEDTRA 43127 (current edition)).</p> <p>2.03-P TIE knots in accordance with the Boat Crew Seamanship Manual, COMDTINST M16114.5 (series) and The Coast Guardsman's Manual (current edition):</p> <ul style="list-style-type: none"> a. Square Knot b. Bowline c. Clove Hitch d. Slip Clove Hitch e. Round Turn with Two Half Hitches 		
NAME (Last, First, Middle Initial)	EMPLID #	

E2 PERFORMANCE REQUIREMENTS	INIT	DATE
<p>2.04-P IDENTIFY and STATE in writing the different types and characteristics of line in accordance with the Boat Crew Seamanship Manual COMDTINST M16114.5 (series) and The Coast Guardsman's Manual (current edition).</p> <p>2.05-P DON, REMOVE and STOW a OFF-SHORE LIFEJACKET Type-1 PFD in accordance with the Coast Guard Rescue and Survival Systems Manual COMDTINST M10470.10 (series), the Boat Crew Seamanship Manual COMDTINST M16114.5 (series) and the Manufacturers Instructions as written on the inside of the lifejacket.</p> <p>2.06-P APPLY paint with a brush or roller in accordance with the Coatings and Color Manual COMDTINST M10360.3 (series) and The Coast Guardsman's Manual (current edition).</p> <p>E. UNIFORM STANDARDS, MEDALS, AND AWARDS</p> <p>2.01-P WEAR the following uniforms in accordance with the Uniform Regulations Manual COMDTINST M1020.6 (series):</p> <ul style="list-style-type: none"> a. Full dress blue b. Service dress blue "B" c. Tropical Blue Long d. Operational Dress Uniform <p>F. CAREER DEVELOPMENT</p> <p>2.01-P COMPLETE the E-Resume in accordance with the Personnel Manual, COMDTINST M1000.6 (series), and the Personnel, Pay and Procedures (PPPM) Manual, PSCINST M1000.2 (series).</p> <p>2.02-P COMPLETE Montgomery GI Bill form (DD-2366) in accordance with Montgomery GI Bill (MGIB) Active Duty Education Assistance Program, COMDTINST 1760.9 (series).</p>		
NAME (Last, First, Middle Initial)	EMPLID #	

E2 PERFORMANCE REQUIREMENTS	INIT	DATE
<p>G. FIRST AID & SURVIVAL</p> <p>2.01-P PERFORM basic CPR in accordance with certification standards set forth in the U. S. Coast Guard Boat Operations and Training (BOAT Manual, Volume II, COMDTINST M16114.33(series) and the American Red Cross.</p> <p>2.02-P PERFORM basic First Aid in accordance with certification standards set forth in the U. S. Coast Guard Boat Operations and Training (BOAT Manual, Volume II, COMDTINST M16114.33(series) and U. S. Navy Fleet Exercise Publication 4, Rev. A (FXP 4 REV A).</p> <p>2.03-P RESPOND to simulated personnel injuries and casualties in accordance with certification standards set forth in the U. S. Coast Guard Boat Operations and Training (BOAT Manual, Volume II, COMDTINST M16114.33(series) and U. S. Navy Fleet Exercise Publication 4, Rev. A (FXP 4 REV A).</p> <p>2.04-P DEMONSTRATE the survival float techniques outlined in the U.S. Coast Guard Boat Operations and Training (BOAT) Manual, Volume II, COMDTINST M16114.33 (series).</p> <p>2.05-P COMPLETE the following by entering the water feet first from a minimum height of 1.5 meters and:</p> <ul style="list-style-type: none"> a. Swim 100 meters unassisted within five minutes b. Remain afloat unassisted for an additional five minutes <p>H. FITNESS, WELLNESS, & QUALITY OF LIFE</p> <p>2.01-P MEET the physical fitness standards outlined in the Boat Crew Seamanship Manual, COMDTINST M16114.5 (series) and U.S. Coast Guard Boat Operations and Training (BOAT) Manual, Volume I, COMDTINST M16114.32 (series).</p> <p>2.02-P COMPLETE a personal wellness plan in accordance with Fit & Well, 5th edition, by Fahey, Insel, & Roth.</p> <p>I. COAST GUARD HISTORY, TRADITIONS, AND VALUES</p> <p>(See Coast Guard Knowledge Requirements for E2)</p> <p>J. SAFETY</p> <p>(See Coast Guard Knowledge Requirements for E2)</p>		
NAME (Last, First, Middle Initial)	EMPLID #	

E2 PERFORMANCE REQUIREMENTS	INIT	DATE
<p>K. DAMAGE CONTROL</p> <p>2.01-P PARTICIPATE as a member of a flooding repair team in accordance with the Naval Ships' Technical Manual, (NSTM Chapter 079 Vol. 2) and the Special and Emergency Operations and Procedures (SEOPS) Training Manual LANTAREAINST M3502.1 (series).</p> <p>2.02-P PARTICIPATE as a member of a fire-fighting team in accordance with the Naval Ships' Technical Manual, Chapter 555, Vol. 1, Surface Ship Firefighting (NSTM S9086-S3-STM-010 (current edition)), the Shipboard Firefighting Learning Reference Guide (Chapter 6) of the Special and Emergency Operations and Procedures (SEOPS) Training Manual LANTAREAINST M3502.1 (series) and The Coast Guardsman's Manual (current edition).</p> <p>L. SMALL ARMS</p> <p>2.01-P FIRE the Coast Guard Basic Pistol Marksmanship Course (CGBPMC) in accordance with the Ordnance Manual, COMDTINST M8000.2 (series).</p> <p>M. COAST GUARD ORGANIZATION</p> <p>(See Coast Guard Knowledge Requirements for E2)</p> <p>N. COMMUNICATIONS</p> <p>2.01-P PERFORM basic VHF radio voice procedures in accordance with the Radiotelephone Handbook, COMDTINST M2300.7 (series).</p> <p>2.02-P PRONOUNCE the phonetic alphabet and numbers 0-9 as stated in the Radiotelephone Handbook, COMDTINST M2300.7 (series) and The Coast Guardsman's Manual (current edition).</p> <p>2.03-P OPERATE a sound powered headset as outlined in the Sound Powered Telephone Talkers Manual, COMDTINST M9430.1 (series).</p> <p>O. WATCHSTANDING</p> <p>2.01-P STATE in writing, the duties, responsibilities and techniques of standing a shipboard engineering watch in accordance with The Coast Guardsman's Manual (current edition).</p>		
NAME (Last, First, Middle Initial)	EMPLID #	

E2 PERFORMANCE REQUIREMENTS	INIT	DATE
<p>2.02-P STATE in writing, the duties, responsibilities and techniques of standing a lookout watch in accordance with the Boat Crew Seamanship Manual COMDTINST M16114.5 (series), The Coast Guardsman's Manual (current edition) and the Shipboard Lookout Manual, CG-414.</p> <p>2.03-P COMPLETE a proper security watch walk-through in accordance with the Shipboard Regulations Manual COMDTINST M5000.7 (series), section 2-64-1 and The Coast Guardsman's Manual (current edition) and Physical Security & Force Protection Program COMDTINST M5530.1 (series).</p> <p>P. ADMINISTRATION & PERSONAL FINANCES</p> <p>2.01-P COMPLETE a "First Unit Reporting Guide" for your first unit Permanent Change of Station (PCS) move in accordance with United States Coast Guard Regulations 1992, COMDTINST M5000.3 (series), Chap 7-5-9-B.</p> <p>2.02-P SELECT Permanent Change of Station entitlements that best suit your needs according to the Personnel, Pay and Procedures (PPPM) Manual, PSCINST M1000.2 (series).</p> <p>Q. LEADERSHIP AND SUPERVISION</p> <p>2.01-P PRIORITIZE a set of assigned tasks given time-management principles outlined in <u>First Things First</u>, (by Covey, Stephen R.; New York, NY: Simon & Schuster 1989).</p> <p>R. PUBLIC AFFAIRS</p> <p>(See Coast Guard Knowledge Requirements for E2)</p> <p>END OF PERFORMANCE REQUIREMENTS</p>		
NAME (Last, First, Middle Initial)	EMPLID #	

E2 KNOWLEDGE REQUIREMENTS	INIT	DATE
<p><u>COAST GUARD KNOWLEDGE REQUIREMENTS FOR E2</u></p> <p>A. COURTESIES, DRILLS AND CEREMONIES</p> <p>(See Coast Guard Performance Requirements for E2)</p> <p>B. MILITARY JUSTICE AND CODE OF CONDUCT</p> <p>2.01-K EXPLAIN how the six articles of the Code of Conduct relate to the Coast Guard core values in accordance with Executive Order 10631 (as Amended) and U.S. Coast Guard Publication 1.</p> <p>2.02-K IDENTIFY UCMJ violations and corresponding punishments one may receive for them as outlined in the U.S. Manual for Court Martial (current edition) Part IV Punitive Articles.</p> <p>2.03-K EXPLAIN the requirements of Article 137 and how they pertain to you in accordance with the U.S. Manual for Court Martial (current edition) Part IV Punitive Articles.</p> <p>C. SECURITY REGULATIONS</p> <p>2.01-K LIST the procedures for securing and reporting unsecured classified material as outlined in the Classified Information Management Program, COMDTINST M5510.23 (series) and Telecommunications Manual (TCM), COMDTINST M2000.3 (series).</p> <p>2.02-K EXPLAIN the importance of operational security in accordance with the Classified Information Management Program, COMDTINST M5510.23(series).</p> <p>2.03-K LIST the personal information that may be released without the member's consent in accordance with The Coast Guard Freedom of Information and Privacy Acts Manual, COMDTINST M5260.3 (series).</p> <p>D. SEAMANSHIP</p> <p>2.01-K IDENTIFY the following shipboard structures, deck fittings, components, directions, and design and stability terminology in accordance with the Boat Crew Seamanship Manual COMDTINST M16114.5 (series) and The Coast Guardsman's Manual (current edition):</p> <ul style="list-style-type: none"> a. Bulkhead b. Deck c. Bow d. Stern e. Foc'sle 		
NAME (Last, First, Middle Initial	EMPLID #	

E2 KNOWLEDGE REQUIREMENTS	INIT	DATE
<p>f. Superstructure g. Mast h. Fantail i. Stanchion j. Cleat k. Ground tackle l. Capstan m. Chock n. Bitt o. Bollard p. Stem q. Hatch r. Door s. Scuttle t. Ladder u. Brow v. Jackstaff w. Flagstaff x. Port y. Starboard z. Port/Starboard Bow aa. Port/Starboard Quarter bb. Windward/Leeward cc. Inboard/Outboard dd. Athwartship ee. Waterline ff. Draft gg. Freeboard hh. Beam ii. Displacement</p> <p>2.02-K LIST the basic duties of the following boat crew members as outlined in the Boat Crew Seamanship Manual, COMDTINST M16114.5 (series):</p> <p>a. Coxswain b. Engineer c. Boat Crew member</p> <p>2.03-K STATE in writing the action taken by all hands during emergencies as directed by the Watch Quarter and Station Bill (WQSB) as outlined in The Coast Guardsman's Manual (current edition):</p> <p>a. Man Overboard b. Abandon Ship c. General Emergency d. General Quarters</p>		
NAME (Last, First, Middle Initial	EMPLID #	

E2 KNOWLEDGE REQUIREMENTS	INIT	DATE
<p>2.04-K IDENTIFY the commands and responsibilities of a boat lowering detail as outlined in The Coast Guardsman's Manual (current edition) and the Navy Personnel Qualification Standard for Deck Seamanship NAVEDTRA 43127 (current edition).</p> <p>2.05-K IDENTIFY the commands and responsibilities of an anchoring detail as outlined in The Coast Guardsman's Manual (current edition) and the Navy Personnel Qualification Standard for Deck Seamanship NAVEDTRA 43127 (current edition).</p> <p>E. UNIFORM STANDARDS, MEDALS, AND AWARDS</p> <p>2.01-K RECOGNIZE ratings and pay grades E1 through E9 and the Master Chief Petty Officer of the Coast Guard by sleeve insignia and collar devices as outlined in the Personnel Manual, COMDTINST M1000.6 (series) and The Coast Guardsman's Manual (current edition).</p> <p>2.02-K RECOGNIZE Coast Guard officer's ranks by identifying their shoulder boards, collar devices, sleeve markings, and head gear as outlined in the Personnel Manual, COMDTINST M1000.6 (series) and The Coast Guardsman's Manual (current edition).</p> <p>2.03-K RECOGNIZE the corresponding breast insignia or badge for the positions listed below in accordance with the Uniform Regulations, COMDTINST M1020.6 (series):</p> <ul style="list-style-type: none"> a. Officer in Charge (OIC) ashore b. Officer in Charge (OIC)-afloat c. Command ashore d. Command afloat e. Command Master Chief (CMC) badge <p>2.02-K LIST the requirements for earning a Coast Guard Good Conduct Medal according to the CG Medals and Awards Manual, COMDTINST M1650.25 (series) and the Personnel Manual, COMDTINST M1000.6 (series).</p> <p>2.03-K DEMONSTRATE proper grooming standards in accordance with the Uniform Regulations, COMDTINST M1020.6 (series).</p>		
NAME (Last, First, Middle Initial)	EMPLID #	

E2 KNOWLEDGE REQUIREMENTS	INIT	DATE
<p>F. CAREER DEVELOPMENT</p> <p>2.01-K IDENTIFY CG ratings by duties, typical assignments, advancement opportunity, and sea/shore rotations in accordance with the Enlisted Performance Qualifications Manual, COMDTINST M1414.8 (series), the Personnel Manual, COMDTINST M1000.6 (series), and the Enlisted Billet Manual, COMDTINST M5320.6 (series).</p> <p>2.02-K OUTLINE the path of advancement from E-2 to E-4 for a specific rating in accordance with the Enlisted Performance Qualifications Manual COMDTINST M1414.8 (series), the Enlisted Professional Military Education Manual COMDTINST M1510.2 (series) and the Personnel Manual COMDTINST M1000.6 (series).</p> <p>2.03-K EXPLAIN how the assignment process effects your career in accordance with the Personnel Manual, COMDTINST M1000.6 (series), Chapter 4.D and the Personnel, Pay and Procedures (PPPM) Manual, PSCINST M1000.2 (series), Chapter 5.D.13.</p> <p>2.04-K OUTLINE the enlisted to officer advancement programs in accordance with the Personnel Manual, COMDTINST M1000.6 (series).</p> <p>2.05-K EXPLAIN how a mentor can help you with your career choices in accordance with the Coast Guard Mentoring Program, COMDTINST 5350.24 (series).</p> <p>2.06-K IDENTIFY your “A” school eligibility in accordance with the Personnel Manual, COMDTINST M1000.6 (series) and Training and Education Manual, COMDTINST M1500.10 (series).</p> <p>2.07-K LIST the benefits offered by the Educational Services Programs as outlined in the Education Services Officer Procedures Vol. III (CGI P1550.1A) and the Coast Guard Institute Internet Site (http://www.uscg.mil/hq/cgi/index.html).</p>		
NAME (Last, First, Middle Initial)	EMPLID #	

E2 KNOWLEDGE REQUIREMENTS	INIT	DATE
<p>G. FIRST AID & SURVIVAL</p> <p>2.01-K SELECT the following signaling equipment for its appropriate use in accordance with the Boat Crew Seamanship Manual COMDTINST M16114.5 (series), the Coast Guard Boat Operations and Training (BOAT) Manual Volume 2 COMDTINST M16114.33 (series), the Coast Guard Survival Systems Manual COMDTINST M10470.10 (series) and The Coast Guardsman's Manual (current edition).</p> <ul style="list-style-type: none"> a. Signal Mirror b. Illumination Signal Kit (MK-79 MOD-0) c. Smoke and Illumination Signal Kit (MK-124 MOD-0) d. Personal Marker Light e. Signal Whistle f. Distress Signal Light (strobe light) g. Signal Illumination, White Star Parachute (MK-127A1) <p>2.02-K STATE the purpose and launching sequence of a life raft and DEMONSTRATE the procedure to manually launch a life raft from it's cradle in accordance with the Coast Guard Rescue and Survival Systems Manual COMDTINST M10470.10 (series), the Boat Crew Seamanship Manual COMDTINST M16114.5 (series), and The Coast Guardsman's Manual (current edition).</p> <p>H. FITNESS, WELLNESS, & QUALITY OF LIFE</p> <p>2.01-K DESCRIBE the symptoms of stress and methods for effectively overcoming stress in accordance with <u>StressMap: Personal Diary Edition</u> and the Coast Guard Stress Management Program (http://www.uscg.mil/hq/g-w/g-wk/wkw/HP/stress_mgt.htm)</p> <p>2.02-K LIST examples, signs, and symptoms of addictive behavior and the resources available to you for effectively dealing with addictive behavior in accordance with <u>Fit & Well</u>, 5th edition, by Fahey, Insel, & Roth.</p> <p>2.03-K LIST potential consequences of using controlled substances and how these consequences would affect a member's CG career as outlined in <u>Fit & Well</u>, 5th edition, by Fahey, Insel, & Roth, the Personnel Manual, COMDTINST M1000.6 (series) and Coast Guard Health Promotion Manual, COMDTINST M6200.1 (series).</p> <p>2.04-K LIST the different methods of contraception in accordance with <u>Brady Emergency Care</u> (current edition), by Michael O'Keefe, <u>Fit & Well</u>, 5th edition, by Fahey, Insel, & Roth.</p>		
NAME (Last, First, Middle Initial)	EMPLID #	

E2 KNOWLEDGE REQUIREMENTS	INIT	DATE
<p>2.05-K LIST causes, symptoms, and prevention methods of Sexually Transmitted Diseases and HIV (AIDS) in accordance with <u>Brady Emergency Care</u> (current edition) by Michael O'Keefe.</p> <p>2.06-K EXPLAIN your role in suicide prevention in accordance with The Surgeon General's Call to Action to Prevent Suicide 1999 and Suicide Prevention, COMDTINST 1734.1 (series).</p> <p>2.07-K LIST the procedures for reporting rape and sexual assault in accordance with Reporting of Rape and Sexual Assault, COMDTINST 1754.10 (series).</p> <p>I. COAST GUARD HISTORY, TRADITIONS, AND VALUES</p> <p>2.01-K LIST and DEMONSTRATE Coast Guard core values in accordance with U.S. <u>Coast Guard Publication 1</u>.</p> <p>2.02-K IDENTIFY significant CG heroes and events from 1716 to the present in accordance with U.S. <u>Coast Guard Publication 1</u>.</p> <p>2.03-K DESCRIBE your personal role in carrying forth the legacy of CG history, traditions and values stated in U.S. <u>Coast Guard Publication 1</u>.</p> <p>2.04-K CITE examples of the following as referred to in U. S. <u>Coast Guard Publication 1</u>.</p> <ul style="list-style-type: none"> a. Honor b. Respect c. Devotion to Duty d. Patriotism e. Unit Commitment f. Guardian of the Sea <p>J. SAFETY</p> <p>2.01-K SELECT proper workplace safety procedures in accordance with Safety and Environmental Health Manual COMDTINST M5100.47 (series), Coatings and Color Manual COMDTINST M10360.3 (series), Ordnance Manual COMDTINST M8000.2 (series), Electronics Manual COMDTINST M10550.25 (series), Naval Engineering Manual COMDTINST M9000.6 (series), <u>Brady Emergency Care</u> (current edition) by Michael O'Keefe and the Code of Federal Regulations 33CFR159-7 and 33CFR151-57.</p>		
NAME (Last, First, Middle Initial)	EMPLID #	

E2 KNOWLEDGE REQUIREMENTS	INIT	DATE
<p>K. DAMAGE CONTROL</p> <p>2.01-K IDENTIFY the four classes of fire, fire tetrahedron, fire terms, fire prevention measures and SELECT the appropriate fire extinguishing method and firefighting equipment for each class of fire in accordance with the Naval Ships' Technical Manual, Chapter 555, Vol. 1, Surface Ship Firefighting (NSTM S9086-S3-STM-010 (current edition)), the Boat Crew Seamanship Manual COMDTINST M16114.5 (series), Special and Emergency Operations and Procedures (SEOPS) Training Manual LANTAREAINST M3502.1 (series) and The Coast Guardsman's Manual (current edition).</p> <p>2.02-K DEMONSTRATE knowledge of the procedures to follow upon discovery of a fire in accordance with the Naval Ships' Technical Manual, Chapter 555, Vol. 1, Surface Ship Firefighting (NSTM S9086-S3-STM-010 (current edition)), and the Shipboard Firefighting Learning Reference Guide (Chapter 6) of the Special and Emergency Operations and Procedures (SEOPS) Training Manual LANTAREAINST M3502.1 (series).</p> <p>L. SMALL ARMS</p> <p>(See Coast Guard Performance Requirements for E2)</p> <p>M. COAST GUARD ORGANIZATION</p> <p>2.01-K DEMONSTRATE the proper use of your Chain of Command as outlined in The Coast Guardsman's Manual (current edition).</p> <p>2.02-K IDENTIFY the Coast Guard's components, roles and missions in accordance with the Commandant's Direction, COMDTINST 16010.12 (series), Coast Guard Publication 1, and The Coast Guardsman's Manual (current edition).</p> <p>2.03-K IDENTIFY various types of units, vessels and aircraft as listed in The Coast Guardsman's Manual (current edition).</p> <p>N. COMMUNICATIONS</p> <p>2.01-K DEMONSTRATE effective communications in accordance with <u>Learn to Communicate</u>, by USCG Performance Systems School; (1996:Crisp Publications), <u>Listen Up! Hear What's Being Said</u> (by Dugger, J. West Des Moines, IA: Nation Press Publications, and <u>Handbook for Facilitators</u> (by Pfeiffer, J. W. and J. E. Jones, LaJolla, CA: University Associates).</p>		
NAME (Last, First, Middle Initial)	EMPLID #	

E2 KNOWLEDGE REQUIREMENTS	INIT	DATE
<p>2.02-K IDENTIFY the following flags and pennants and their use in accordance with Naval Telecommunications Procedures Manual, Chapter 13, Flags, Pennants and Customs (NTP 13 series) and The Coast Guardsman's Manual (current edition):</p> <ul style="list-style-type: none"> a. Bravo b. Oscar c. Prep d. SOPA e. Third Substitute f. Papa <p>O. WATCHSTANDING</p> <p>(See Coast Guard Performance Requirements for E2)</p> <p>P. ADMINISTRATION & PERSONAL FINANCES</p> <p>2.01-K INTERPRET the contents of a Leave and Earnings Statement in accordance with the Personnel, Pay, and Procedures (PPPM) Manual, PSCINST M1000.2 (series), Appendix "You and Your LES."</p> <p>2.02-K LIST the services and resources available within the Financial Management Program in accordance with Coast Guard Human Resource Flag Voice 37 and the Coast Guard Work Life Website at http://www.uscg.mil/hq/g-w/g-wk/wkw/index.htm.</p> <p>2.03-K INTERPRET a Personal Data Extract form in accordance with the Personnel Manual, COMDTINST M1000.6 (series).</p> <p>2.04-K MATCH personal and family needs with the following Coast Guard programs and benefits in accordance with the Personnel Manual, COMDTINST M1000.6 (series), Chapter 18, Medical Manual, COMDTINST M6000.1 (series), and the TRICARE Handbook, TSO / DOD Pub 6010.46 (series):</p> <ul style="list-style-type: none"> a. TRICARE and United Concordia b. Supplemental Health Insurance c. Commissary/Exchange privileges d. I.D. Cards e. Leave and Liberty 		
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E2 KNOWLEDGE REQUIREMENTS	INIT	DATE
<p>2.05-K IDENTIFY the eligibility requirements for different types of pay and allowances in accordance with the U.S. Coast Guard Pay Manual, COMDTINST M7220.29 (series).</p> <p>2.06-K LIST the functions of Work Life and Command Support Personnel as outlined in the Coast Guard Work Life Beneficiary Guide and the Coast Guard Work Life Program homepage: http://www.uscg.mil/hq/g-w/g-wk/wkw/index.htm</p> <p>2.07-K STATE the reasons for and consequences of the different types of discharges in accordance with the Personnel Manual, COMDTINST M1000.6 (series).</p> <p>Q. LEADERSHIP AND SUPERVISION</p> <p>2.01-K DEMONSTRATE ethical conduct in accordance with Code of Federal Regulations 49 CFR Part 99 and Standards of Ethical Conduct, COMDTINST M5370.8 (series).</p> <p>2.02-K DEMONSTRATE respect for others in accordance with the Coast Guard Equal Opportunity Program Manual, COMDTINST M5350.4 (series).</p> <p>2.03-K LIST the qualities of an effective follower as outlined in the Coast Guard Unit Leadership Program (Version 3/98) and <u>The Power of Followership</u>, by Robert E. Kelly; (Doubleday: 1992).</p> <p>2.04-K EXPLAIN the Enlisted Performance Evaluation System (EPES) and how it relates to advancement and retention as outlined in the Personnel Manual, COMDTINST M1000.6 (series).</p> <p>R. PUBLIC AFFAIRS</p> <p>2.01-K LIST the requirements each Coast Guard member must observe when dealing with the public in accordance with the Public Affairs Manual, COMDTINST M5728.2 (series), Section 1.D.7.</p> <p>END OF KNOWLEDGE REQUIREMENTS</p>		
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GLOSSARY

APPLY - 1. To put on. Example: Apply base coat of paint. 2. To use practically. 3. To concentrate. Use of "apply" often leads to unobservable or un-measurable task statements. Example of improper use: Apply the principles of war.

CITE – to announce formally; to quote by way of example, authority, or proof

COMPLETE - 1. To bring to an end and especially into a perfected state. 2. Follow a process or procedure from initial identification to submission of any required reports or forms.

DEMONSTRATE - 1. To show by reasoning. 2. To show the operation or working of. 3. To explain by using examples, experiments, or action. 4. To show proficiency in accomplishing a task by simulation or actual performance without actual follow through due to safety or efficiency consequences. (Examples: Cardio-Pulmonary Resuscitation). Demonstrate Like "define", "demonstrate" is usually indicative of an enabling objective.

DON - To put on or dress in.

EXPLAIN - To make understandable. To give reason or cause for.

EXECUTE- To carry out fully or put completely into effect. To do what is provided or required to finish.

FIRE- To discharge a weapon.

IDENTIFY - 1. To ascertain the origin, nature, or definitive characteristics of. 2. To determine critical or necessary conditions or other factors. Example: Identify all specified and implied missions. 3. To determine the specific model of an item. Example: Identify threat armored vehicles.

INTERPRET - To determine or delineate the meaning of a proper notion or process.

LIST – To speak or write sequential items that belong to a certain category or relative group; enumerate.

MATCH - Items suitably associated; an exact counterpart.

MEET - To conform to a standard or requirement.

OUTLINE - To indicate the principal steps, features or different parts of a process.

OPERATE -- 1. To cause a piece of equipment to function. 2. To perform a function. "Operate" is to turn on, control, and turn off a piece of equipment.

PARTICIPATE - To have a part or share in something; to play a role in a procedure.

PERFORM - 1. To carry out an action or pattern of behavior. 2. To begin a task and carry through to completion in accordance with applicable instructions and regulations.

PRIORITIZE - To put in order or rank. Note: Especially for the purpose of allocating resources. Usually indicates a step or enabling objective.

PRONOUNCE - To recite or say correctly; to declare authoritatively.

RECOGNIZE - To determine the identity, category or relative group of an item.

REMOVE - To take away or displace.

RENDER - To give a performance or action in acknowledgment of obligation; to do (a service) for another.

RESPOND - To react in an appropriate way or give an answer.

SELECT - To choose from among others to meet specific standards or criteria.

STATE - To declare, or set forth; a condition. Recall and recite with authority.

STOW - To put away, store; to lock up for safekeeping.

TIE - To form a knot or bow using line; to fasten, attach, or close loose ends.

WEAR - To adorn, bear or have on the person. (see don)

REFERENCES

This page provides a comprehensive reference list to assist the member with completing the Non-Rate Performance Requirements. Internet hyperlink addresses have been included for the publications that are currently available on-line. Future up-dates to this list will be posted to the E-PME Web site --- <http://cgweb.tcpet.uscg.mil/tpf/mrnsms/mrnsms.htm>

1. Adolescent Suicide: Assessment and Intervention, Alan L. Berman, David A. Jobes; Washington, DC: American Psychological Association; 1991.
2. [American Red Cross standards](#).
3. U.S. Coast Guard Boat Operations and Training (BOAT) Manual, Volume II, COMDTINST [M16114.33](#) (series)
4. Boat Crew Seamanship Manual, COMDTINST [M16114.5](#) (series)
5. U.S. Coast Guard Boat Operations and Training (BOAT) Manual, Volume I, COMDTINST [M16114.32](#) (series)
6. Brady Emergency Care, O'Keefe, Michael, et al. (current edition), New Jersey: Brady, (ISBN 0835950891).
7. Classified Information Management Program, COMDTINST [M5510.23](#) (series)
8. Coatings and Colors Manual, COMDTINST [M10360.3](#) (series)
9. The Coast Guard Freedom of Information and Privacy Acts Manual, COMDTINST M5260.3 (series)
10. [Coast Guard Helmsman Manual](#) (Cape May)
11. Coast Guard Mentoring Program, COMDTINST [5350.24](#) (series)
12. [Coast Guard Mutual Assistance Program](#)
13. The Coast Guard Organization Manual, COMDTINST [M5400.7](#) (series)
14. U.S. Coast Guard Pay Manual, COMDTINST [M7220.29](#) (series).
15. Personnel, Pay, and Procedures (PPPM) Manual, PSCINST [M1000.2](#) (series)
16. Personnel Manual, COMDTINST [M1000.6](#) (series)
17. [Coast Guard Publication 1](#)
18. United States Coast Guard Regulations 1992, COMDTINST [M5000.3](#) (series)
19. Rescue and Survival Systems Manual, COMDTINST [M10470.10](#) (series)
20. [Coast Guard Unit Leadership Program \(Ver 3/98\)](#)
21. Coast Guard Work Life Beneficiary Guide
22. [Coast Guard Work Life Programs](#)
23. The Coast Guardsman's Manual (current edition)
24. Code of Federal Regulations 33 CFR 159-7 and 33 CFR 151-57

25. Code of Federal Regulations 49 CFR Part 99
26. Commandant's Direction, COMDTINST 16010.12 (series)
27. Education Services Officer Procedures Vol. II, CGI Pub. P1550.1
28. Electronics Manual, COMDTINST [M10550.25](#) (series)
29. [Employee Assistance Program](#)
30. Enlisted Billet Manual, COMDTINST [M5320.6](#) (series):
31. Enlisted Performance Qualifications Manual, COMDTINST [M1414.8](#) (series)
32. Coast Guard Equal Opportunity Program Manual, COMDTINST [M5350.4](#) (series)
33. Equipment Tag Out Procedures, COMDTINST [9077.1](#) (series)
34. [First Things First](#), by Covey, Stephen R.; New York, NY: Simon & Schuster 1989
35. [Fit & Well](#), 5th edition, by Fahey, Insel, & Roth; McGraw Hill: Boston 2003 (ISBN 0767405366)
36. [Handbook for Facilitators](#), by Pfeiffer, J. W. and J. E. Jones, LaJolla, CA: University Associates
37. Hazardous Communication for Workplace Materials, COMDTINST [6260.21](#) (series)
38. Hazing Awareness Training, COMDTINST [1610.1](#) (series)
39. [Homework in Counseling and Psychotherapy](#), by Charles C. Thomas Pub Ltd: 1982
40. [Learn to Communicate](#), by USCG Performance Systems School, Crisp Publications: 1996
41. [Listen Up! Hear What's Being Said](#), by Dugger, J. West Des Moines, IA: Nation Press Publications
42. Marine Corps Drill and Ceremonies Manual, COMDTINST [M5060.11](#) (series)
43. CG Medals and Awards Manual, COMDTINST [M1650.25](#) (series)
44. Medical Manual, COMDTINST [M6000.1](#) (series)
45. Montgomery G.I. Bill (MGIB) - Education Assistance Program, COMDTINST [1760.9](#) (series)
46. Naval Engineering Manual, COMDTINST [M9000.6](#) (series)
47. Naval Ships Technical Manual-Chapter 300, Electric Plant-General
48. Naval Ships' Technical Manuals, Chapter 555, Vol. 1, Surface Ship Firefighting (NSTM S9086-S3-STM-010 (current edition)).
49. Special and Emergency Operations and Procedures (SEOPS) Training Manual LANTAREAINST M3502.1 (series) and associated Learning Reference Guides (current editions).
50. Naval Telecommunications Procedures Manual, Chapter 13, Flags, Pennants and Customs (NTP 13 series)
51. Navy Education and Training Manual, Personnel Qualification Standard for Deck Seamanship NAVEDTRA 43127 (current edition). <http://www.netc.navy.mil>
52. Navy Education Manual, Tools and their Uses (NAVEDTRA 12085-new/ 10085-B2-old)
<http://www.netc.navy.mil/>
53. Navy Safety Precautions for Forces Afloat, OPNAVINST 5100.19 (series)
54. Technical Guide: Practices for Respiratory Protection, COMDTINST [M6260.2](#) (series)

55. Public Affairs Manual, COMDTINST [M5728.2](#) (series), Section 1.D.7
56. Radiotelephone Handbook, COMDTINST [M2300.7](#) (series)
57. Safety and Environmental Health Manual, COMDTINST [M5100.47](#) (series)
58. Shipboard Lookout Manual, CG-414
59. Ordnance Manual, COMDTINST [M8000.2](#) (series)
60. Coast Guard Health Promotion Manual, COMDTINST [M6200.1](#) (series)
61. Sound-Powered Telephone Talkers Manual, COMDTINST [M9430.1](#) (series)
62. Standards of Ethical Conduct, COMDTINST [M5370.8](#) (series)
63. Telecommunications Manual (TCM), COMDTINST [M2000.3](#) (series)
64. The Power of Followership; by Kelly, Robert El (Doubleday, 1992)
65. Training and Education Manual, COMDTINST [M1500.10](#) (series)
66. TRICARE Handbook, TSO / DOD Pub 6010.46 (series)
67. Uniform Regulations, COMDTINST [M1020.6](#) (series)
68. United States Code Manual, Title 10, Chapter 37 General Service Requirements, section 651:{Required Service}
69. United States Code Manual, Title 10, Chapter 47 Uniform Code of Military Justice, Section 937, Article 137 “Articles to be Explained”
70. United States Code Manual, Title 10, Chapter 47 Uniform Code of Military Justice, section 802, {Executive Order 10631 dated Aug.1955}(as amended)
71. United States Manual for Courts-Martial (current series)
72. USPHS Pamphlet *Suicide as a Public Health Problem*
73. Shipboard Regulations Manual, COMDTINST [M5000.7](#) (series)
74. Enlisted Professional Military Education Manual COMDTINST M1510.2 (series)
75. Physical Security & Force Protection Program COMDTINST M5530.1 (series)

END

Glossary

A

Admeasure

To measure the various dimensions, capacities, and tonnage of a ship for official registration.

Automated Mutual-assistance Vessel Rescue (AMVER) System

The Automated Mutual-assistance Vessel Rescue system is an international program run by the Coast Guard to provide resources to help any vessel in distress on the high seas. Participating merchant vessels provide sailing plans, periodic position reports, and a list of the vessels' capabilities to the Coast Guard. The AMVER center then provides a surface picture to rescue centers that contains the position of participating ships in the vicinity of an emergency that can be used to assist a vessel in distress.

Acceptable Presence

Forward presence by U.S. forces that regional countries do not find threatening or objectionable.

Aids to Navigation

Equipment used to assist mariners in determining position and warn of dangers and obstructions by providing references such as audio, visual, or electronic signals.

Armed Service

An organized military force of a nation or group of nations.

B

Battle Streamers

Battle streamers are 2 3/4-inch wide by 4-foot long cloth ribbons that are attached to the ceremonial version of our Coast Guard colors. They represent Coast Guard heroic actions in naval engagements throughout the history of our Service. Our earliest battle streamer is for the Maritime Protection of the New Republic from 1790-1797. The Coast Guard started using battle streamers in 1968.

C

Capability

The ability to execute a specified course of action.

Command and Control

The exercise of authority and direction by a properly designated commander over assigned and attached forces in the accomplishment of the mission. Command and control functions are performed through an arrangement of personnel, equipment, communications, facilities, and procedures employed by a commander in planning, directing, coordinating, and controlling forces and operations in the accomplishment of the mission.

Commander's Intent

The commander's intent conveys the "end state" and the commander's desired course of action. The concept of operations details the commander's estimated sequence of actions to achieve this end state and contains essential elements of a plan—i.e., what is to be done and how the commander plans to do it. The commander's intent reflects the individual's vision and conveys the commander's thinking through mission-type orders, in which subordinates are encouraged to exercise initiative and are given freedom to act independently.

CQA

Commandant's Quality Award

Culture

The beliefs, customs, and institutions of an organization.

D

Doctrine

Fundamental principles by which military forces or elements thereof guide their actions in support of national objectives. It is authoritative but requires judgment in application.

Domestic

Pertaining to one's own or a particular country.

E

Exclusive Economic Zone (EEZ)

The Exclusive Economic Zone is comprised of those waters seaward of a coastal state's territorial sea and extending no further than 200 nautical miles from the baseline from which the territorial sea is drawn. In this zone, a coastal state may exercise jurisdiction and control over natural resources, both living and non-living.

Effective Presence

Having the right assets and capabilities at the right place at the right time.

Enlisted Performance Qualifications (EPQs)

Those core competencies that are observable and measurable, that enlisted personnel in each rating are required to successfully perform. EPQs are directly reflective of job tasks required for mission accomplishment. They are a foundational element to the enlisted advancement system.

F

Force-in-Being

Forces that are capitalized and in a sufficient state of readiness to respond as needed. As one of the nation's five Armed Forces, the Coast Guard is a specialized, capitalized, complementary, non-redundant force-in-being available to the National Command Authorities as a specialized instrument of national security.

Function

See **Roles**.

H

High Seas

The sea or ocean beyond the territorial waters and contiguous zone of a country.

Humanitarian

Having concern for or helping to improve the welfare of mankind.

Hyperlinks

Electronic links that enable the user to quickly jump from one location or activity in electronic documentation to another.

I

International Maritime Organization (IMO)

The International Maritime Organization is a specialized agency of the United Nations that is responsible for improving maritime safety and preventing pollution from ships.

Intermodal

The relationship between different modes of transportation. An “intermodal connection” is a place where cargoes move from one mode of transportation to another, such as a container yard where shipping containers are transferred from ships to trucks or rail cars.

International

Between or among nations or concerned with the relations between nations.

J

Job Task Analysis (JTA)

A type of performance analysis that determines the duties and tasks that are, or should be, performed by personnel occupying a given type of job or fulfilling a given function.

Joint

Activities, operations, or organizations in which elements of more than one armed service of the same nation participate.

L

Lightering

The process of discharging or loading vessels anchored offshore. In the United States, the term generally is used to describe the process of offloading liquid cargo from a large tanker located in a designated “lightering zone” into smaller coastal tankers or barges.

M

Mandate

To authorize or decree a particular action, as by the enactment of a law.

Maritime Defense Zone (MDZ)

In 1984, the Secretary of Transportation and Secretary of the Navy signed a memorandum of agreement establishing Maritime Defense Zone Commands to coordinate the defense of the coastal United States. Coast Guard Atlantic Area and Pacific Area Commanders are responsible to their respective Navy Fleet Commanders-in-Chief for coastal defense planning and operations, as well as for validating the requirements for naval coastal warfare missions. Since 1994, MDZ has expanded to include foreign harbor defense, port security, and coastal sea control in littoral areas. The MDZ Commanders employ forces composed of active and reserve units of the Coast Guard and Navy.

Memorandum of Agreement

An agreement between two or more agencies concerning mutually supporting services and responsibilities.

Missions

1. The mandated services the Coast Guard performs in pursuit of its fundamental roles. Syn: Duties. The missions the Coast Guard performs in fulfilling its roles are:
 - Search and Rescue;
 - Marine Safety;
 - Recreational Boating Safety;
 - Port and Waterways Security;
 - Maritime Law Enforcement—Drug Interdiction;
 - Maritime Law Enforcement—Living Marine Resources;
 - Maritime Law Enforcement—Alien Migrant Interdiction;
 - Maritime Law Enforcement—General;
 - Marine Environmental Protection;
 - Aids to Navigation;
 - Ice Operations;
 - Bridge Administration;
 - Vessel Traffic Management;
 - National Defense;
 - International Ice Patrol.
2. Tasks or operations assigned to an individual or unit.

Marine Transportation System (MTS)

The Marine Transportation System consists of waterways, ports, and their intermodal connections, vessels, vehicles, and system users. Each component is a complex system within itself and is closely linked with the other components.

N

National Security

National Security:

1. A collective term encompassing both the national defense and foreign relations of the United States. Specifically, the condition provided by a military or defense advantage over any foreign nation or group of nations.
 2. A favorable foreign relations position.
 3. A defense posture capable of successfully resisting hostile or destructive action from within or without, overt or covert.
-

O

Occupational Analysis (OA)

OA refers to a number of procedures to measure the job structure of an occupation. In most organizations, these procedures are referred to as “job analysis”. However, most analysts for military organizations examine “job” families such as those in the Coast Guard enlisted rating structure.

Oil Skimming Operation (OA)

All oil skimmers rely on specific gravity, surface tension, and a moving medium to remove floating oil from a fluid's surface. Floating or sinking oil cling to skimming media more readily than water. Skimming media in the shape of a belt, disk, drum, etc. allows the media to pass through a fluid surface to pick up oil with very little water. The oil material is subsequently removed from the media with wiper blades or pinch rollers.

P

Port State Control Program

The Port State Control program exists under congressional mandate to eliminate sub-standard vessels from U.S. waters. It came about as a result of an increased number of non-U.S. flag commercial and passenger vessels arriving and departing U.S. waters. The program requires boardings of foreign flag vessels prior to their entry to U.S. ports to ensure compliance with international conventions such as SOLAS (Safety Of Life At Sea) and MARPOL (Prevention of Pollution from Ships) and provides for detention of vessels found not in compliance with requirements.

Principles of Military Operations Other Than War (MOOTW)

The principles of military operations other than war represent the best efforts of military thinkers to identify those aspects of the use of military capabilities across the range of military operations short of war that are universally true and relevant. Military operations other than war focus on deterring war, resolving conflict, and promoting peace, and may involve elements of both combat and non-combat operations in peacetime, conflict, and war.

Principles of War

The principles of war represent the best efforts of military thinkers to identify those aspects of warfare that are universally true and relevant. The principles of war generally focus on large-scale, sustained combat operations, during which the primary goal is to win as quickly and with as few casualties as possible.

R

Regulatory

Of or concerning a rule, law, order, or direction from a superior or competent authority regulating action or conduct.

Roles

The enduring purposes for which the Coast Guard is established and organized. Syn: Functions. Our fundamental roles are:

- **Maritime Security.** Protect America's maritime borders and suppress violations of federal law in the maritime region.
- **Maritime Safety.** Save lives and property at sea through prevention and response activities.
- **Protection of Natural Resources.** Protect the marine environment and the natural resources within it through prevention and response activities.

- **Maritime Mobility.** Provide essential services that undergird an effective, efficient, and safe marine transportation system.
 - **National Defense.** Defend the nation as a full partner with the Navy and the other U.S. Armed Forces in support of America's national security and military strategies and operations.
-

S

Search and Rescue (SAR)

Search and Rescue is the use of available resources to assist persons and property in potential or actual distress. The Coast Guard is the lead agency for Maritime SAR. The Commandant has divided the Maritime SAR Area into two sections, the Atlantic Maritime Area and the Pacific Maritime Area. The Atlantic Area Commander is the Atlantic Area SAR Coordinator, and the Pacific Area Commander is the Pacific Area SAR Coordinator.

Skimming

See definition under Oil Skimming Operation.

Specialized Service

An armed service specialized for a certain type or class of duties. The Coast Guard operates as a specialized service when part of the Navy.

T

Tactical Level

The level at which the missions are actually executed. For example, a small boat responding to a search-and-rescue mission.



Additional Resources

All testable information on this subject is presented in the E-PME Study Guide. For additional information, check the following sources.

Chapter 1: Global Coast Guard

- To learn more about the Commandant's Direction, review the following source:
<http://www.uscg.mil/Commandant/comdnt.html>

Chapter 2: Coast Guard Organization

- USCG Unit locations at: <http://www.uscg.mil/units.html>
- USCG Internet home page at: <http://www.uscg.mil>
- Department of Homeland Security's Internet home page at: www.dhs.gov

Chapter 3: USCG History

- Coast Guard Role in Vietnam at:
<http://www.nwc.navy.mil/press/Review/1998/spring/art3-sp8.htm>
- Coast Guard Historian's web site at: <http://www.uscg.mil/hq/g-cp/history/collect.html>
- Coast Guard CPO Academy web site at: <http://www.uscg.mil/hq/tcpet/cpoa/index.shtm>
- Naval Historical Center website at: <http://www.history.navy.mil/index.html>

Publications:

- ▶ □ *Guardians of the Sea*, by Robert Johnson, published by Naval Institute Press, 1990 (ISBN 0870217208)
- ▶ □ *The Coast Guardsman's Manual* 7,8,9th editions (ISBN 1-55750-450-4)

Chapter 4: Enlisted Heritage

- Coast Guard Historian's web site at:
<http://www.uscg.mil/hq/g-cp/history/collect.html>
- Coast Guard CPO Academy web site at:
<http://www.uscg.mil/hq/tcpet/cpoa/index.shtm>
- Heroism Knows No Gender web page at:
<http://userpages.aug.com/captbarb/heroism.html>
- Naval Historical Center web page at:
<http://www.history.navy.mil/trivia/triv4-4d.htm>
- Coast Guard Regulations Manual, COMDTINST M5000.3 (series)
<http://www.uscg.mil/ccs/cit/cim/directives/cim.html>
- Medals and Awards Manual, COMDTINST M1650.25 (series)
<http://www.uscg.mil/ccs/cit/cim/directives/cim.html>

Publications:

- ▶ □ *Heroes and Role Models*, by ADM James M. Loy, February 1995

Chapter 5 Enlisted Rate and Pay Grade

- Coast Guard Personnel Manual, COMDTINST M1000.6 (series), Chapter 5
<http://www.uscg.mil/ccs/cit/cim/directives/cim.html>
- Manual for Courts-Martial (MCM) 1984
<http://www.uscg.mil/Legal/MJ/Courts-MartialManual.pdf>
- Military Justice Manual, COMDTINST M5810.1 (series)
<http://www.uscg.mil/ccs/cit/cim/directives/cim.html>
- Uniform Code of Military Justice (UCMJ)
<http://www.uscg.mil/legal/mj/UCMJ.pdf>
- Title 14 United States Code (USC)
<http://www4.law.cornell.edu/uscode/14/pI.html>
- Coast Guard Regulations Manual, COMDTINST M5000.3 (series)
<http://www.uscg.mil/ccs/cit/cim/directives/cim.html>

Chapter 6: Leadership

- Coast Guard Leadership Development Program, COMDTINST 5351.1
<http://www.uscg.mil/ccs/cit/cim/directives/ci.html>
- The Coast Guard Directives System, COMDTINST M5215.6 (series)
<http://www.uscg.mil/ccs/cit/cim/directives/cim.html>
- Office of Leadership and Diversity
<http://www.uscg.mil/hq/g-w/g-wt/g-wtl/>
- Flag Voices from the Assistant Commandant for Human Resources – one of the main sources of information about important HR issues for all members of the Coast Guard at:
<http://www.uscg.mil/hq/g-w/flagvoice/0contents.htm>
- Commandant's Reading List.
<http://www.uscg.mil/hq/g-w/g-wt/g-wtl/lead/reading.htm>

Chapter 7: Standards of Conduct

- The following sources are found at: <http://www.uscg.mil/ccs/cit/cim/directives/>
 - ▶ □ Standards of Ethical Conduct, COMDTINST M5370.8 (series)
 - ▶ □ Coast Guard Regulations, COMDTINST M5000.3 (series), Article 4-1-15-A-(3)
 - ▶ □ Coast Guard Personnel Manual, COMDTINST M1000.6 (series)
Chapters 8.J and 16.c
 - ▶ □ Financial Disclosure Reports, COMDTINST 5370.9A

Chapter 8: Standards of Appearance

- To find historical information and photos of CG uniforms and insignia, go to the CG Historian web page at: <http://www.uscg.mil/hq/g-cp/history/collect.html>
- NOAA Corps Insignia at: <http://www.noaacorps.noaa.gov/insignia.html>

Chapter 8: Standards of Appearance (continued)

- The following sources are found at: <http://www.uscg.mil/ccs/cit/cim/directives/>
 - ▶ □ Uniform Regulations Manual, COMDTINST M1020.6 (series)
 - ▶ □ Medals & Awards Manual, COMDTINST 1650.25 (series)
 - ▶ □ Allowable Weight Standards for Coast Guard Military Personnel, COMDTINST M1020.8 (series)
 - ▶ □ Coast Guard Health Promotion Manual, COMDTINST M6200.1
 - ▶ □ Tattoo and Body Markings Policy for Coast Guard Accessions, COMDTINST 1000.1

Publications:

- ▶ □ *The Coast Guardsman's Manual*, 7, 8, 9th editions (ISBN 1-55750-450-4)

Chapter 9: Enforcing Standards

- Military Justice Manual, COMDTINST M5810.1 (series), Chapter 1 and Enclosures 1, 2, 3 & 5
<http://www.uscg.mil/ccs/cit/cim/directives/welcome.htm>
- Manual for Courts-Martial, U.S. 2000 Edition
Section III, Rules for Court-Martial, Rule 302(b), 314, 315 & 316
<http://www.jag.navy.mil/documents/mcm2000.pdf>

Chapter 10: Supervisory Responsibilities

- Additional Resources for Supervisory Responsibility PeopleSoft and Direct Access Quick Reference Guides and Tutorials
<http://www.uscg.mil/hq/psc/cghrms/index.htm>
- CG Personnel Manual, COMDTINST M1000.6 (series), Chapter 10.B
<http://www.uscg.mil/ccs/cit/cim/directives/cim.html>
- Award Writing Made Easy
<http://www.uscg.mil/hq/g-w/g-wt/g-wtl/award/index.htm>

Chapter 11: Personnel Issues

- All of these resources can be found at the USCG Directives Systems website at:
<http://www.uscg.mil/ccs/cit/cim/directives/welcome.htm>
 - ▶ □ Health Promotions Manual, COMDTINST M6200.1, Chapter 2
 - ▶ □ CG Personnel Manual, COMDTINST M1000.6 (series), Chapter 20
 - ▶ □ Family Advocacy Program, COMDTINST 1750.7 (series)
 - ▶ □ Ombudsman Program, COMDTINST 1750.4C
 - ▶ □ Ombudsman Handbook, COMDTPUB P1750.13

Chapter 12: Management Functions

- COMDTNOTE 1540
<http://www.uscg.mil/hq/tqc/1540Table of Contents.htm>
- The resources below can be found at the USCG Directives Systems website at:
<http://www.uscg.mil/ccs/cit/cim/directives/welcome.htm>
 - ▶ □ Health Promotions Manual, COMDTINST M6200.1, Chapter 2
 - ▶ □ Property Management Manual, COMDTINST M4500.5 (series)
 - ▶ □ Directives, Publications and Reports Index, COMDTNOTE 5600
 - ▶ □ Reserve Policy Manual, COMDTINST M1001.28 (series)
 - ▶ □ Financial Resources Management Manual, COMDTINST 7100.3 (series)
 - ▶ □ Simplified Acquisitions Manual (SAP), COMDTINST M4200.13 (series)

Chapter 13: Personnel Systems

- The resources below can be found at the USCG Directives Systems website at:
<http://www.uscg.mil/ccs/cit/cim/directives/welcome.htm>
 - ▶ □CG Personnel Manual, COMDTINST M1000.6 (series), Chapter 4
 - ▶ □CG Pay Manual, COMDTINST M7220.29 (series), Chapter 9
 - ▶ □Joint Federal Travel Regulations, (JFTR) Volume 1, Per Diem Rates
<http://www.dtic.mil/perdiem/jftr.html>
 - Temporary Lodging Expense, paragraphs U5700-U5710
<http://www.dtic.mil/perdiem/jftr.html>
 - Temporary Lodging Allowance, paragraphs U9200-U9207
<http://www.dtic.mil/perdiem/jftr.html>

Chapter 14: Mission Preparedness

- The resources below can be found at the USCG Directives Systems website at:
<http://www.uscg.mil/ccs/cit/cim/directives/welcome.htm>
 - ▶ □Naval Engineering Manual, COMDTINST M9000.6 (series)
 - ▶ □Equipment Tag Out Procedures, COMDNONE 9077.1C
 - ▶ □Safety and Environmental Health Manual, COMDTINST M5100.47 (series)
 - ▶ □Practices for Respiratory Protection, COMDTINST M6260.2 (series)
 - ▶ □Electronics Manual, COMDTINST M10550.25 (series)
 - ▶ □Operational Risk Management (ORM), COMDTINST 3500.3 (series)
 - ▶ □Safety & Health Training for Emergency Response Operations, COMDTINST 6260.31(series)
- Navy Safety Precautions for Forces Afloat, OPNAVINST 5100.19
<http://www.safetycenter.navy.mil/instructions/default.htm>
- Occupational Safety and Health Standards, 29 CFR 1910
<http://www.osha-slc.gov/>

Publications:

- ▶ □*The Coast Guardsman's Manual*, 7, 8, 9th editions (ISBN 1-55750-450-4)
- ▶ □The Wellness Encyclopedia, by the University of California, Berkeley, 1991
The Coast Guardsman's Manual, 9th edition, 2000

Chapter 15: Safety

- The resources below can be found at the USCG Directives Systems website at:
<http://www.uscg.mil/ccs/cit/cim/directives/welcome.htm>
 - ▶ □ Equipment Tag Out Procedures, COMDNOTE 9077.1(series)
 - ▶ □ Operational Risk Management, (ORM), COMDTINST 3500.3 (series)
 - ▶ □ Coatings and Color Manual, COMDTINST M10360.3 (series)
 - ▶ □ Safety and Environmental Health Manual, COMDTINST M5100.47
 - ▶ □ Electronics Manual, COMDTINST M10550.25 (series)

Chapter 16: Security

- Physical Security and Force Protection Program, COMDTINST M5530.1(series)
<http://cgweb.comdt.uscg.mil/G-CFI/ref/Manuals/5530.1C.pdf>

Chapter 17: Communication

- The resources below can be found at the USCG Directives Systems website at:
<http://www.uscg.mil/ccs/cit/cim/directives/welcome.htm>
 - ▶ □ CG Public Affairs Manual, COMDTINST M5728.2 (series)
 - ▶ □ CG Correspondence Manual, COMDTINST M5216.4(series)
 - ▶ □ Directives, Publications and Reports Index, COMDTNOTE 5600
- Direct Access (CG Intranet)
<http://cgweb.uscg.mil/g-w/psc/Direct-Access/>
- FED LOG Information Center
<http://www.dlis.dla.mil/Fedlog/>
- Leadership Development Center
<http://www.cga.edu/lcd/lcd.htm>
- Process Improvement Guide, 3rd edition
<http://www.cga.edu/lcd/lcd.htm>